







BULLETIN OF

CHATHAM COLLEGE

1959

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EDUCATIONAL PROGRAM

The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding and with a readiness to adjust quickly and easily.

The liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The college program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reinforced by socially constructive attitudes may be supported by effective action are:

1. The ability to communicate: this involves reading, writing, listening and speaking.

2. The ability to solve problems: this involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, inference of valid conclusions, and the application of conclusions.
3. The ability to express oneself: this involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society.

1. Each individual is an object of dignity.
2. All men should have legal quality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

Socially constructive attitudes which can be expected to emerge are:

1. Consideration for the viewpoints of others, with freedom from racial, religious or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative phases of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.
3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where a common curriculum is desirable. There are also spheres of knowledge where individual interests

and talents should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities and the world of values. Furthermore the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic education curriculum: basic education should be (1) comprehensive, (2) identical for all since it deals with common needs, (3) directive in emphasis, (4) correlated with specialized interests, (5) concerned with the development of social consciousness, (6) challenging to the further use of creative talent and (7) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

A R E A I—M A N

HUMAN DEVELOPMENT AND BEHAVIOR. This is a three-hour course throughout the year which corre-

lates materials concerned with human living. These include certain major concepts in biology, psychology, social anthropology and nutrition which aid in the study of the changing reactions of human beings throughout the life span. The course is designed to give the student a knowledge of the various structures and functions of the body as well as an increased ability to meet the typical problems involved in the social, emotional and intellectual development of the individual.

AREA II—THE UNIVERSE

THE NATURAL WORLD. This is a one-year requirement in science, the first semester of which is devoted to consideration of the important concepts and methods of one of the special sciences: astronomy, biology, chemistry or physics. The second semester consists of the course, *History and Philosophy of Science*, which provides insight into the development of the major concepts in science and their relationships to human life.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense, but rather a course dealing with the problems and achievements of our cultural heritage.

MODERN SOCIETY. This is a three-hour course throughout the year and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic and political problems and institutions and with a method of understanding and analyzing these problems and institutions.

WORLD ISSUES. This is a three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences in the relations among nations.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a four-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry, music and the dance. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a workshop program requiring an evaluation of recommended concerts, plays, novels, art exhibits and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

PHILOSOPHY OF LIFE. This is a three-hour course throughout the year and is ordinarily taken in the senior year.

The objective of the course is to provide the student with an understanding of the world of values and with an opportunity to engage in significant philosophical and religious thinking and discussion.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This must be accomplished through a proficiency examination or through course work in one of the foreign languages. (See the College Language Requirements, page 68.)

ENGLISH COMPOSITION. This is a two-hour course throughout the year which is correlated with the other courses from which materials will be drawn for practice in the art of writing.

EFFECTIVE SPEECH. This is a three-hour, one semester course. It is correlated with Modern Society and other basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four semester requirement with electives in team sports, individual and dual sports, aquatics and dance.

The above courses constitute the curriculum of basic education.* In the average student program, they total slightly over half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years (see graph, page 45.)

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examina-

*Further description of these courses is to be found on pages 46-49.

tions. Through the exemption examinations which are offered by the Office of Evaluation Services, a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they have no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate testing and guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter shall be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

It is necessary for the college student to clarify her aims in order to become aware of her own particular abilities and to know the progress she is making. In order to make certain that such information becomes available to the student, the college has an Officer of Evaluation Services headed by a full-time director. (See Office of Evaluation Services, page 144.)

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

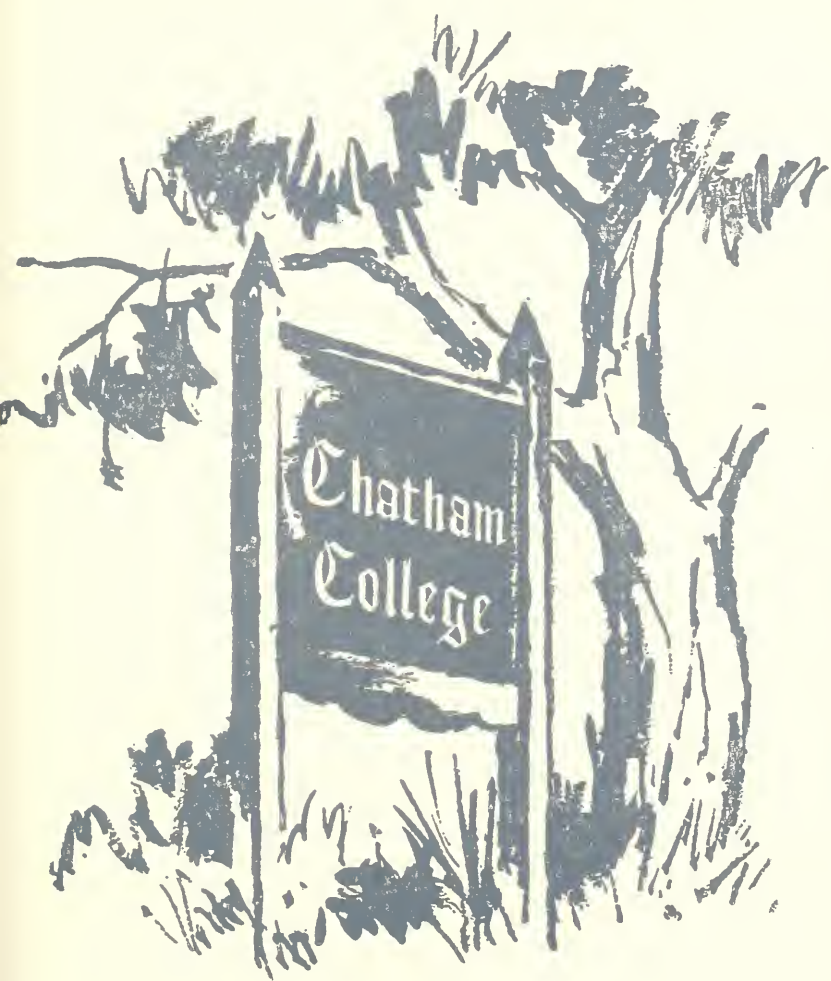
One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors involving six hours of academic credit. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets once a week during the year with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that the success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on

*Further description of these majors is to be found on pages 40-41.

the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COLLEGE

The College

THE PAST

According to Emerson, "An institution is the lengthened shadow of one man." Chatham College, however, is the lengthened shadow, not of one man, but of many devoted men and women who have built and are building their lives into it. But he who casts the longest shadow, now extending across nearly ninety years, is the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in founding a college for women in Pittsburgh.

This was the year 1869. The University of Pittsburgh was, at that time, a "men's college." Founded to provide higher education for women, the college began as Pennsylvania Female College and consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the college site. For many years, the college catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a full-fledged college. The college offered courses in languages, both modern and ancient, English language and literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training. A systematic study of the Bible was also required of every student.

From the opening day of the college, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building. Included in this structure was a chapel where students were required to attend daily services.

For nearly a score of years, the college consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to "Pennsylvania College for Women," with the action to amend the charter being started through student petition to the Board of Trustees.

The college continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

The following year, the resident students organized a student government program. This, in the form of Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program but in the spring of 1923, a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 came the Louise C. Buhl Hall of Science. This hall was erected

in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions. In the Lower Division, the student was to acquaint herself with the major fields of human thought. In the Upper Division, the student concentrated in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty felt, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the college with the residence and grounds that had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the college saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall and a new wing which included an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, Gateway House and three new buildings to replace the original college buildings, providing one of the best equipped small colleges in the country.

Currently the college possesses buildings, grounds and equipment with a book value of over \$5,000,000 and an endowment of over \$7,000,000.

In 1946, the present curriculum was introduced, a de-

Chatham College

velopment which placed Chatham among the pioneers in curriculum progress in the post-war period.

The name "Pennsylvania College for Women" was changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

Since 1869, the institution has been "lengthened" by the shadows of the men and women who have built their lives into it. To them, present and future students are indebted for the history which they have made and are making.

THE CAMPUS

Following the vision and purposes of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the dual advantage of being within a short distance of the theatre, the museums, the symphony hall, the libraries, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of approximately four hundred and fifty. The campus also has expanded to meet the growth of the college: there are now twenty-three buildings on twenty-seven acres of rolling, wooded grounds.

Dominating the Chatham landscape* is the Chapel which seats eight hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played for ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, a meditation chapel, a choir room and offices.

Walking around the quadrangle of buildings, one comes next to the James Laughlin Memorial Library which contains more than fifty thousand volumes. Like the Chapel and all buildings in this integral part of the campus, it is Georgian in architecture. The reading room, with its wide tables, individual lights and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and

*See map, page 28.

reserve room, the historical room, and seminar and private study rooms.

The Louise C. Buhl Hall of Science is the next stop on the campus tour. The Science Hall has laboratories for the departments of chemistry, biology and physics, and a lecture hall with facilities for the use of motion pictures. The science library on the lower floor has approximately four thousand volumes.

A trio of new buildings, dedicated in the spring of 1954, complete the quadrangle. They are the Cora Helen Collidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extra-curricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore and a modern snack bar.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the five dormitories. In this resident hall are single and double rooms, as well as suites of two rooms. Woodland also houses the college infirmary and the dining rooms. The Dining Hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere.

Next door to Woodland is a new dormitory, and as one leaves the top of the hill, is Lindsay Hall, the smallest, most intimate, of the dormitories. This house was the President's Residence from 1910 until 1945.

From Woodland Hall sun porch, one can look across Woodland Road to the opposite hill where two more dormitories, Fickes and Beatty Halls, are located. These buildings, originally family estates, provide the students who live there

with the same homelike atmosphere that pervades all of the Chatham residence halls. Like the other dormitories, there are large sunny rooms and comfortable lounges.

Following the winding path across the lawn from Lindsay Hall, one comes next to the buildings and grounds which were formerly owned by Andrew W. Mellon, late Secretary of the Treasury, and given to the college in 1940 by Mr. Paul Mellon. Here a number of seniors live in a dignified and spacious residence in the Tudor style of architecture. Mellon Hall has bowling alleys and a tiled, regulation-size swimming pool. The grounds and gardens are beautifully landscaped.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. The Department of Music utilizes this building which has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road is the three and one-half acre recreation field and the new Physical Education Building. This building includes a large gymnasium floor, seminar rooms, classrooms and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four all-weather tennis courts.

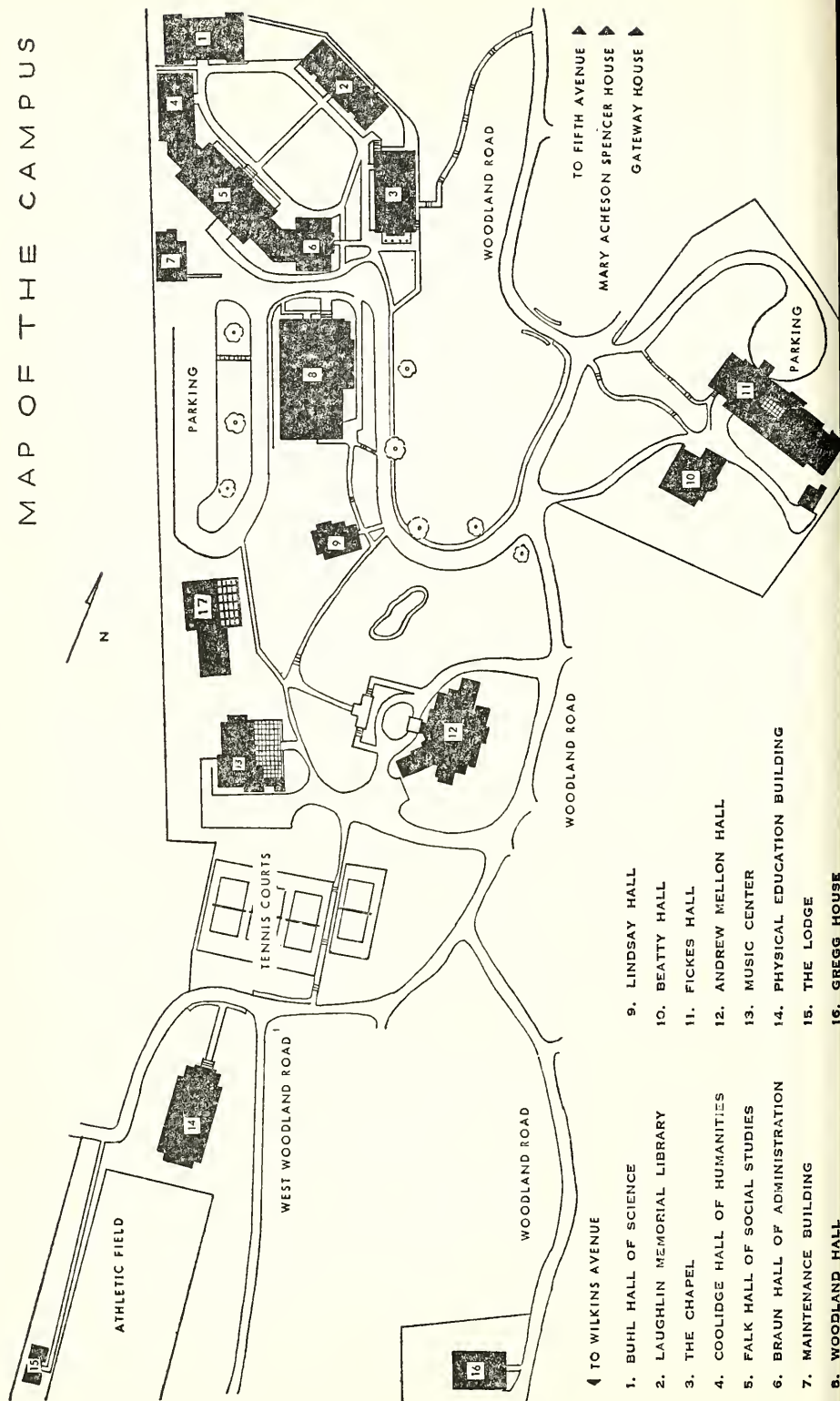
There are also facilities for picnics, and, in the cold weather, the "Lodge" (just off the playing field) with its large living room, open fireplace and kitchenette, is an inviting place for informal gatherings.

Toward Wilkins Avenue on Woodland Road is Gregg House, home of the president of the college.

Toward Fifth Avenue, the first house on the left below the Chapel is Mary Acheson Spencer House, the official residence of the dean of the college.

The tour is complete when one comes to Gateway House at the end of Woodland Road on the right. Gateway is a small and charming residence hall of Early American decor.

MAP OF THE CAMPUS



THE COLLEGE COMMUNITY

The college community of sixty faculty and four hundred and eighty five students drawn from many states and from foreign countries provides variety of experience and yet assures each student a distinctive place and individual consideration. The classes at Chatham are small and the instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty. The tutorial projects give students a direct, close association with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. They are responsible for a steady flow of significant books. In its membership are artists, musicians, dramatists and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

The students at Chatham are selected for their intellectual curiosity, character and achievement. Different nationalities are represented each year in the student body. In recent years there have been students from France, Thailand, Iran, Korea, Japan, Peru, Pakistan, Egypt, Switzerland, and Colombia. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

The educational program at Chatham College is designed to educate students to assume responsibility. Both the educational program and the co-curricular activities of the college encourage increased freedom accompanied by increased responsibility. A dominant characteristic of the college is the spirit of unity, friendliness and cooperation.

The college maintains a carefully planned advisory system. Faculty members or administrative officers act as resident counselors in each dormitory. They meet weekly with house councils and house officers to discuss dormitory organization and plans. In addition, resident counselors provide general counseling.

When the student becomes a junior, one of the professors in her major field serves as her principal advisor. As an under-classman, she has a faculty advisor appointed by the Dean. The student counselors work directly under the Assistant Dean.

Dormitory life is an integral part of the educational program of the college because it offers students practice in the art of living together. Every effort is made to have student rooms and living rooms homelike and pleasant.

Student officers, elected and supported by the students, establish and maintain the social standards in all the dormitories. They cooperate with the student counselors and the administration in promoting the social and academic interests of the students. Freshmen dormitory students are permitted ten overnights a semester; sophomores, eleven; juniors, twelve; first semester seniors, fourteen; second semester seniors, unlimited provided they are in good academic standing. Single students are required to live in dormitories except those who live with their parents.

Although the majority of the students at Chatham live in residence halls on the campus, some of the Pittsburgh students choose to commute. All students, whether resident or day,

may share in every college activity. Much of the social and activity program of the college centers in the dormitories where house dances as well as open houses are held at various times during the year. Day students are associate members of a dormitory and are included in the dormitory programs.

Upon admission each student accepts the Chatham College honor system, a system of mutual respect and trust. The Honor Code is important in helping each student to grow in maturity since it gives the individual responsibility as well as freedom. The entire college community believes in personal integrity. The community spirit of honor pervades every phase of campus life—it is active in the classrooms, in the dormitories, in the library, and in fact, in all personal relationships.

All student organizations have one or more faculty advisors chosen by the students. There are a number of faculty-student committees and organizations. Each class at Chatham elects a faculty advisor and the Student Government Association chooses an honorary member from the faculty.

Vested in the Student Government Association, within the framework of its educational objectives, is the discipline of the college. Each student is a member. The S.G.A. is a part of the total administrative plan of the college and, as such, has a part in supporting all college programs and events. The officers of the Association meet frequently with the Dean to coordinate planning.

A calendar of activities for all students is provided through the Activities Council. Its activities are educational as well as social.

The all-student Athletic Association provides activities such as field hockey, archery, basketball, mushball, badminton, swimming, tennis, bowling, fencing and canocing. Arrangements are made for horseback riding and golf in nearby parks.

Students are urged to enter into interclass sports competition in mushball, basketball and hockey as well as to try out for the "Varsity" which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Athletic Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The *Cornerstone* is the college annual, a pictorial and literary record of student life at the college, while the weekly newspaper, featuring current news of interest, is called *The Arrow*. *The Minor Bird* is a semi-annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus and the Sinfonietta, groups which give their services to churches, clubs, and philanthropic organizations.

Assembly Hour, eleven-thirty to twelve-thirty every Tuesday and Thursday morning, gives students as well as faculty members an opportunity to participate. Student government, class, and smaller committee meetings are held during the assembly periods. One half of the Thursday assembly is devoted to religious services. Distinguished lecturers and speakers are invited periodically throughout the year to address the college community.

Chatham College, although founded under Presbyterian influence and Christian emphasis and tradition, is non-denominational and welcomes students of all faiths.

The college believes that the development of spiritual and moral insight is an integral part of an educational experience.

It has weekly chapel services and encourages students to attend the churches of their own choice on Sunday. The college has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests.

Certain customs have developed through the years into vital traditions. These include Matriculation Day, Color Day, the annual play contest, the annual song contest, the Christmas Candlelight Service, carol singing, and Moving-Up Day.

The college attempts to develop students' particular abilities and interests, to teach them the importance of learning to live together and to take positions of responsibility and leadership in their own communities. Its co-curricular program is closely tied-in with its academic program to serve the same fundamental ends.

THE ENVIRONS

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, almost overnight, one of the most interesting and progressive cities in the United States.

Over two billion dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is indeed fortunate to have the cultural facilities of such a city within minutes of the campus.

The natural science classes often visit the Buhl Planetarium and the Carnegie Museum. Science majors visit the laboratories of the Mellon Institute—unique in this country for industrial research—and many Chatham students are employed there after graduation. Sociology students work in city settlement houses; education students do student teaching in the city schools; drama students occasionally are cast for parts in the productions of the Playhouse and the Civic Light Opera; music students sometimes participate in concerts of the Pittsburgh Symphony.

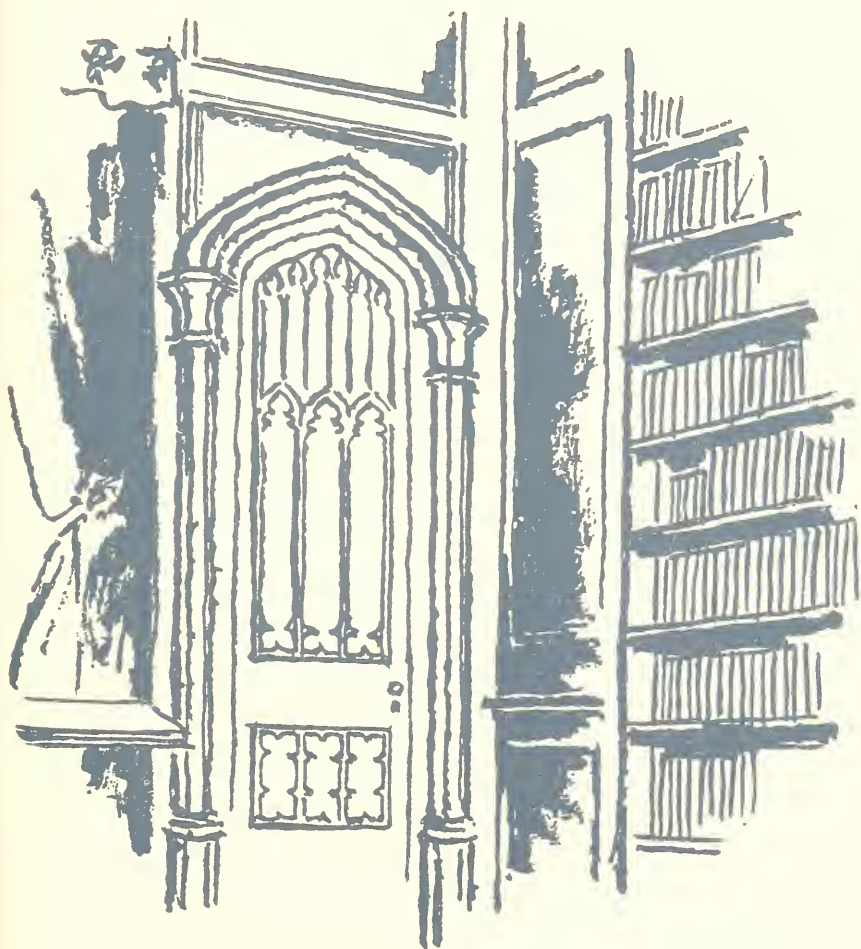
Many Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, the Music Guild series of vocal and instrumental artists, and concerts of visiting symphonies at student rates.

The International Exhibitions of Contemporary Painting, sponsored in alternate years by the Carnegie Institute, are both world famous and highly influential in the development of artistic appreciation in Pittsburgh. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are

exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

At the Nixon Theater, Broadway plays are produced and students have the opportunity to see current offerings that are occasionally pre-Broadway productions.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation from Chatham College are:

1. The passing of the following required courses* which are to be distributed over the four years.
Human Development and Behavior B1-2 (6 hrs.)
Natural Sciences B1 (choice of four) and B2 (8 hrs.)
History of Western Civilization B1-2 (6 hrs.)
Modern Society B101-102 (6 hrs.)
World Issues B105 (3 hrs.)
The Arts B1-2, B101-102 (12 hrs.)
Philosophy of Life B151-152 (6 hrs.)
English Composition B1-2 (4 hrs.)
Effective Speech B1 (3 hrs.)
Physical Education B1, B2, B3, B4 (4 hrs.)
2. The demonstration of a reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a Tutorial in a major field under the individual supervision of the appropriate faculty member.
5. The successful completion of 124 semester hours.
6. The maintenance of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

DEGREES

THE DEGREE OF BACHELOR OF ARTS

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for

*A student will be excused from taking any of the required courses in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

graduation with a major approved for the Bachelor of Arts degree.

THE DEGREE OF BACHELOR OF SCIENCE

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See page 16)

FIELD MAJORS

Students meeting the requirements for admission to the junior class are offered major work in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology, and Spanish—leading to the degree of Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the section presenting its courses. To the general requirements for graduation and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An Interdepartmental Major is offered for the superior student who desires as comprehensive an academic program as possible. By cutting across departmental lines it makes possible many combinations of courses. A student electing this major may combine subjects with reference to individual interests and objectives.

An Interdepartmental Major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

HONORS

At a special Honors Convocation each fall, Honors are announced for the Senior, Junior and Sophomore classes. This list consists of those students having a cumulative average of 3.40.

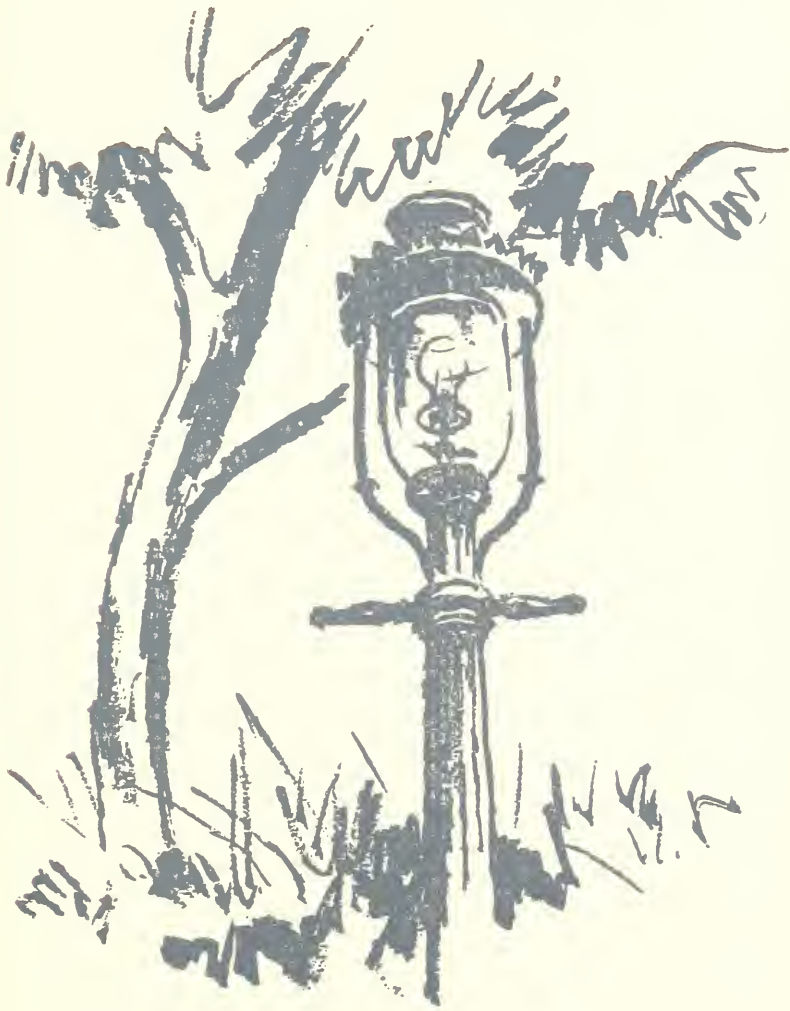
Honors are granted at graduation as follows:

High Honors: A cumulative average of 3.75

Honors: A cumulative average of 3.40

DEAN'S LIST

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.



DESCRIPTION OF COURSES

THE CHATHAM COLLEGE CURRICULUM

PHILOSOPHY OF LIFE 6 hours		TUTORIAL 6 hours		ELECTIVES	
WORLD ISSUES 3 hours		ARTS B101-102 6 hours		ELECTIVES	
EFFECTIVE SPEECH 3 hours		MODERN SOCIETY 6 hours		ARTS B1-2 6 hours	
		PHYS- ICAL EDU- CA- TION 2 hours		ELECTIVES	
ENGLISH COMPO- SITION 4 hours		HISTORY OF WESTERN CIVILIZATION 6 hours		HUMAN DEVELOPMENT AND BEHAVIOR 6 hours	
		NATURAL SCIENCE 8 hours		PHYS- ICAL EDU- CA- TION 2 hours	
				ELECTIVES	

The titles of all courses in the Basic Curriculum are given above. All students take these unless exempted by examination. Elective courses are chosen by the student in terms of her individual interests, aspirations and capacities.

Description of Courses

BASIC CURRICULUM

AREA I

HUMAN DEVELOPMENT AND BEHAVIOR

B1-2. The origin, maturation, and optimal development of the bodily structures and functions which underlie human health and behavior. The exploration of basic psychological principles and patterns of development from birth through old age. The objective is to enable the student to understand herself and other people, and to meet effectively the typical problems involved in her physical, social, emotional and intellectual development. Three credits each semester. Mrs. Martin and Mr. Koehler.

AREA II

NATURAL SCIENCES

B1. ASTRONOMY. Interpretation of the evidence concerning our planet, the solar system and the star galaxies. Three recitations and a two-hour laboratory period per week. Four credits. Mr. de Jonge.

B1. BIOLOGY. A study of the principles revealed by living organisms—their plan and structure, their functions, relationships and adaption to their living and non-living environment. Three recitations and a two-hour laboratory per week. Four credits. Miss Barish and Mrs. Martin.

B1. CHEMISTRY. Observations, hypotheses, theories and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory per week. Four credits. Mr. Wallace.

B1. PHYSICS. A study of elementary theory and application of mechanics, heat and sound. Three recitations and a two-hour laboratory per week. Four credits. Miss Trammell.

B2. THE HISTORY AND PHILOSOPHY OF SCIENCE. Lectures and discussion on the historical development of the natural sciences. The interrelationships of the social and economic aspects of science with special emphasis on its changing philosophy. Four credits. Miss Barish and Mr. Hayes.

AREA III

SOCIAL RELATIONSHIPS

B1-2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations, and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester. Mr. Andrews, Mr. Borsody, Miss Freeman and Mr. Griffith.

B101-102. MODERN SOCIETY. A course integrating the more salient features of the related disciplines of political science, economics, and sociology in the study of organization and functioning of modern society. Analysis of the leading problems posed for political, economic, and social institutions and the ways in which specific institutions both limit and augment the functioning of other institutions. Three credits each semester. Mr. Keefe and Mr. Ossman.

B105. WORLD ISSUES. A three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences on the relations among nations. Three credits. Mr. Lien.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A two-year sequence in the humanities taken in the sophomore and junior years. The Arts builds upon the freshman course in History of Western Civilization and leads toward the senior Philosophy of Life. Although the materials of the course are correlated, they include a semester of art history, a semester of music history, and a year of literature (prose, poetry, and drama).

The Arts emphasizes both distinctions among the several arts and integrating social and aesthetic principles. An awareness of tradition is encouraged through the study of great works of the past, and this study is related, in turn, to the contemporary scene. A program of independent reading and reviews of concerts, plays, art exhibits, and dance recitals in

Chatham College

the community helps the student to formulate critical standards and to develop a personal philosophy. One lecture and two seminars each week. Three credits each semester. Mr. Cummins, Miss Eldredge, Mrs. Evanson, Mr. Lane, Mr. LeClair, Mr. Schick, Mr. Smith, Mr. Taylor, Mr. Wenneker.

B1-2. THE ARTS. Form and content in the arts. Point of view: the classical temper contrasted with the romantic attitude. Our heritage in the arts as seen in a study of representative works of the Middle Ages, the Renaissance, the Baroque Period, the Age of Reason and the nineteenth century romantic movement.

B101-102. THE ARTS. The modern scene. Functional architecture; realism, impressionism, symbolism, and expressionism; modern dance; the twentieth century search for order and synthesis. A consideration of aesthetic criticism and evaluation in the arts of past and present.

AREA V

ORGANIZATION OF EXPERIENCE

B151-152. PHILOSOPHY OF LIFE. A study of philosophical and religious points of view designed to guide the student in the formation of a consistent, comprehensive and workable philosophy of life. Open to seniors and to juniors with special permission. Three credits each semester. Mr. Arnett and Mr. Hayes.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. See page 14 and pages 68-69.

B1-2. ENGLISH COMPOSITION. The course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write correctly. Since the skills which pertain to writing are essential to every course in college, the student is given direct practice with material from other courses. Two credits each semester. Mr. Cummins, Miss Eldredge, Mr. Lane, Miss Rueckel, Mr. Zetler.

B1. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Offered as a correlated course with Modern Society (required in the sophomore year). Three credits first and second semester. Mrs. Evanson, Mrs. Ferguson and Mr. Wenneker.

B1, B2, B3, B4. PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to develop skill and to provide recreational value in each activity taken throughout the year. One credit each semester. Mrs. Beaman, Mrs. Blayden and Miss Ver Kruzen.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order. Courses numbered under 100 are open to freshmen. Generally odd numbered courses are first semester offerings; even numbered courses, second semester offerings.

If the numbers of a year course are separated by a hyphen—as French 1-2—the course may not be entered second semester and no credit is given for one semester's work. If the numbers of a year course are separated by a comma—as Art 3,4—the course may be entered either semester and taken for credit.

If no year is designated after the course description, the course is offered each year.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The College reserves the right to withdraw any course which is not elected by at least six students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

The letter **B** preceding a course indicates a course in the basic-curriculum.

Each student is required to complete a tutorial in her major field.

A R T

Courses in art are both interrelated and related to the Arts Course of the Basic Curriculum. Further, they are designed to provide a broad view of the field. The student's creative work is enriched by the study of art history, and her understanding of art history and criticism, in turn, is informed by direct contact with the materials of art in the studio. Within this framework, however, the student may choose to fulfil the major in art with either of the following programs:

PAINTING AND DESIGN

- 1,2 Drawing
- 3,4 Oil Painting
- 5,6 Design
- 111 or 112 Sculpture
- 115 Composition
- Six hours in Art History
- 203-204 Tutorial

ART HISTORY AND CRITICISM

- 103 Medieval and Renaissance Art
- 104 Northern European Painting
- 105 American Art
- 106 Problems in Twentieth Century Criticism
- Six hours in History selected from the following: History 111, 112, 113, 114, 121, and 122
- 1,2 Drawing
- 3 Oil Painting
- 115 Composition
- 203-204 Tutorial in Art History

Courses may be taken in any sequence, but it is expected that students majoring in art will complete Art 1 through 6 before going on to advanced studio work.

Students who complete the Art major and six hours in Education (Education 181, 182 is recommended) are eligible for Interim Certification which will permit them to teach art in the public secondary schools upon graduation.

1,2. DRAWING. The study of form, movement, and expressive contour is related to object and figure drawing. Two credits each semester. Mr. Smith.

3, 4. OIL PAINTING. An introduction to pictorial composition in the oil medium. Creative experimentation is encouraged, and at the same time essential disciplines are emphasized in problems involving still-life, landscape, figure painting and abstraction. Three credits each semester. Mr. LeClair.

5, 6. DESIGN. A study of the abstract principles of form, texture, and color relationships together with their functional use in the visual arts today. The student is expected to develop an original point of view as she explores a wide range of aesthetic problems. Three credits each semester. Mr. LeClair. 1959-60.

103. MEDIEVAL AND RENAISSANCE ART. Painting, sculpture, and architecture in Europe from 1000 to 1550 A.D. The gradual evolution from medieval attitudes toward a Renaissance point of view is studied, while at the same time each work of art, and the style of each individual period, is considered for its unique and enduring qualities. Three credits, first semester. Mr. Smith. 1960-61.

104. NORTHERN EUROPEAN PAINTING. The Renaissance in Northern Europe; the influence of Protestantism on painting; Mannerism and the Baroque style as they developed in the north; and the continuing "Gothic" impulse in the art of the Netherlands, Germany, and Scandinavia down to our own day. Three credits, second semester. Mr. Smith. 1960-61.

105. AMERICAN ART. Art in the United States from the Colonial periods to our own time. The course centers in two problems; the orientation of American artists to European culture, and the development of national attitudes in our architecture, painting, and sculpture. Three credits, first semester. Mr. Smith. 1959-60.

106. PROBLEMS IN TWENTIETH CENTURY CRITICISM. Art since 1900 reviewed with emphasis upon the ideological conflicts and critical problems raised by modern movements. The viewpoint and methodology of the critic as well as those of the painter, sculptor, and architect are considered as the student formulates her own standards of judgment. Three credits, second semester. Mr. Smith. 1959-60.

111, 112. SCULPTURE. The fundamentals of three-dimensional form are taught in relation to a variety of mediums and problems ranging from abstract design to representation of the model. Three credits each semester. Mr. Caplan. 1959-60.

114. WATERCOLOR. Initial training in control of the watercolor me-

dium gives the student a foundation for later experimentation and the development of individual style. Traditional and modern attitudes toward the medium are studied. Three credits, first semester. Mr. LeClair. 1960-61.

115. COMPOSITION. Pictorial design taught with emphasis upon formal discipline as an aid to creative expression. The student formulates an expressive goal, analyzes the work of a major painter who has solved a similar problem, establishes principles that may prove helpful in her own work, and proceeds toward her objective in a systematic way. Prerequisite: six hours in drawing, painting, or design. Three credits, first semester. Mr. Smith. 1960-61.

117. CERAMICS. The art of ceramics studied with a view to understanding structural and decorative principles in the designing of abstract sculptural volumes. Imaginative investigation of materials and library study of ancient and modern ceramics are encouraged. Three credits, second semester. Mr. LeClair. 1960-61.

119. GRAPHIC ART. An understanding of the graphic arts is developed through the study of prints by Durer, Rembrandt, Goya, and Whistler. The student is encouraged to do advanced composition in black and white, and to experiment with such basic graphic processes as etching and wood-engraving. Prerequisite: six hours in drawing, painting, or design. Three credits, second semester. Mr. Smith. 1960-61.

125, 126. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. The course may be taken only with the permission of the head of the department. Two or three credits each semester. Art Faculty.

203-204. TUTORIAL. The art major may choose to do a research paper in the history and criticism of art, or she may combine such an investigation with a related studio project. Three credits each semester. Art Faculty.

BIOLOGY

Students majoring in biology take Biology B1, which is prerequisite to all other biology courses with the exception of Biology 112, and twenty-six hours of biology including six hours of tutorial. Another laboratory science, languages and mathematics are highly recommended.

- B1. BIOLOGY. See Basic Curriculum, page 46.
7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles and habitats of the invertebrate animals. Two lectures and four hours of laboratory. Four credits, second semester. 1960-61.
8. COMPARATIVE VERTEBRATE ANATOMY. A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Two lectures and four hours of laboratory. Four credits, second semester. Mrs. Martin.
- 9, 10. PLANT SCIENCE. A general study of the plant kingdom of the past and the present. Two lectures and four hours of laboratory. Four credits each semester. Mrs. Martin. 1960-61.
101. GENERAL BACTERIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, distribution and importance to man. Two lectures and four hours of laboratory. Four credits, first semester. Miss Barish. 1959-60.
102. ADVANCED GENERAL BACTERIOLOGY. Further study of bacteria fungi, viruses and laboratory techniques. Prerequisite: Biology 101. Two lectures and four hours of laboratory. Four credits, second semester. Miss Barish. 1959-60.
- 107, 108. HISTOLOGY AND MICROTECHNIQUE. The study and preparation of plant and animal tissues for microscopic examination and interpretation. Two lectures and four hours of laboratory. Four credits each semester. 1960-61.
109. GENETICS. A study of the principles and cytological mechanisms of inheritance in plants and animals. Two lectures and four hours of laboratory. Four credits, second semester. Miss Barish. 1960-61.
110. VERTEBRATE EMBRYOLOGY. The study of the development of the vertebrate body from fertilization to hatching or birth. Prerequisite: Biology 8 recommended. Two lectures and four hours of laboratory. Four credits, first semester. 1960-61.
112. EDUCATION CONCERNING MARRIAGE. Discussion of the social, physical, psychological, economic, legal, ethical and spiritual aspects of marriage. This course is not credited toward a biology major. Two credits first and second semester. Mrs. Martin.

114. **PHYSIOLOGY.** A study of the functions of cells tissues, and systems in man. Two lectures and four hours of laboratory. Four credits, second semester. Miss Barish, 1959-60.

201-202. **TUTORIAL.** Required of juniors majoring in biology. Library training in preparation for Biology 203-204. One hour each semester. Biology Faculty.

203-204. **TUTORIAL.** Two hours each semester. Biology Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry B1, Chemistry 2, 103, 104, 105, 106, either 107 and 108 or 109-110, 201-202, 203-204.

Candidates for the B.S. degree in chemistry will take five one-year courses in chemistry, plus Chemistry 201-202 and 203-204; physics and mathematics through calculus. German 1, 2, 3 and 4 are also required.

B1. **CHEMISTRY.** See Basic Curriculum, page 46.

2. **INORGANIC CHEMISTRY.** A detailed study of the metallic and non-metallic elements and their compounds including theory involved. Two lectures, one recitation and one two-hour laboratory per week. Four credits, second semester. Mr. Wallace.

103. **QUALITATIVE ANALYSIS.** Theory and laboratory practice involving the separation and identification of anions and cations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits, first semester. Mr. Markle.

104. **QUANTITATIVE ANALYSIS.** The theory and practice of gravimetric and coulometric analysis including precipitation, acidimetry, alkalimetry and oxidation-reduction determinations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits, second semester. Mr. Markle.

105. **ORGANIC CHEMISTRY.** A study of the preparations, reactions and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Pre-

requisite: Chemistry 2. Two lectures, one recitation and six hours of laboratory. Five credits, first semester. Mr. Wallace.

106. ORGANIC CHEMISTRY. Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: Chemistry 105. Two lectures, one recitation and six hours of laboratory. Five credits, second semester. Mr. Wallace.

107. ADVANCED QUANTITATIVE ANALYSIS. Atomic (electronic) structure of the elements, types of bonding and relation of these to the properties of elements and compounds. Non-aqueous systems. Nuclear chemistry. Prerequisites: Chemistry 104 and 106. Two lectures and six hours of laboratory. Four credits, first semester. Miss Trammell.

108. BIOCHEMISTRY. Study of carbohydrates, fats, proteins, and of animal metabolism including the analysis of body fluids, tissues and catabolic products. Prerequisite: Chemistry 104 and 106. Four credits, second semester. Miss Trammell.

109-110. PHYSICAL CHEMISTRY. Properties of gases, liquids, solids and solutions; thermochemistry; chemical kinetics; electrochemistry and atomic theory. Prerequisites: Chemistry 104, Physics 2, and mathematics 101, 102. Two lectures, one recitation and six hours of laboratory. Four credits each semester. Mr. Markle.

201-202. TUTORIAL. Required of juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One hour each semester. Chemistry Faculty.

203-204. TUTORIAL. Two hours each semester. Chemistry Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

DRAMA AND SPEECH

Students majoring in Drama and Speech are expected to take a minimum of thirty hours in the department including Drama 3, 4, Drama 5-6 or Drama 101-102, Drama 103, 104 or Drama 107, 108, and the tutorial. Effective Speech B1 is not considered part of the major.

B1. See EFFECTIVE SPEECH B1 under Basic Curriculum, page 49.

3, 4. INTRODUCTION TO DRAMA. This course is oriented toward the general student who wishes a cultural background in the literature of drama through emphasis on the nature of the play as a reflection of national culture. Tickets to assigned professional and non-professional plays are furnished to the students and attendance both at the performance and the following discussions is an integral part of the course. Open to first year students. Three credits each semester. Mrs. Ferguson.

5-6. ACTING. A study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Attention is given to the physical movement as it affects individual poise. Two lectures, two hours of Drama Workshop. Open to first year students. Three credits each semester. 1960-61.

101-102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theater-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3, 4. Three credits each semester. Mr. Wencker. 1959-60.

103, 104. DRAMATIC CRITICISM. A course in the theory, practice and history of criticism as it relates to the literature of the drama. Second semester emphasis is upon contemporary and current drama. Tickets to assigned professional and non-professional productions will be furnished. Three credits each semester. Mrs. Ferguson. 1959-60.

105. ORAL COMMUNICATION. A course designed to improve the student's own speech, to help her recognize speech problems and to understand the functional aspects of these problems. Students with minor speech problems receive practical, individually directed aid. Three credits, first semester. Mrs. Evanson. 1959-60.

106. GROUP COMMUNICATION. An advanced course in community discussion aimed to develop the individual into a participating, purposeful, responsible member of the group. Community leaders and students from other colleges to be invited to the campus for discussion participation. Prerequisite: Speech B 1, or permission of the instructor. Three credits, second semester. Mrs. Evanson. 1959-60.

107, 108. COMPARATIVE DRAMA. Studies in the development of the drama from the Greek to our time. Through discussion and class presentation significant plays will be considered in relation to the theatrical and social conditions in which they originated and the permanent ideas they express. Three credits each semester. 1960-61.

203-204. TUTORIAL. Three credits each semester. Drama Faculty.

ECONOMICS

Students majoring in economics take Economics 103, 104, 109, 119, 120, 203-204 and two of the following: Economics 111, 113, 114. Statistics and/or mathematics is recommended. Courses in other fields will be chosen according to the candidate's special interests after consultation with the chairman of the department.

103. THE AMERICAN ECONOMIC SYSTEM. The study of the development and the characteristics of the contemporary American economy. An analysis of significant concepts and principles influencing production, income, economic cycles, investment, taxation, government policy and the international economy. Three credits, first semester. Mr. Ossman. 1960-61.

104. THE AMERICAN ECONOMIC SYSTEM. A study of the role of supply and demand in the American economy. Emphasis is given to the basic factors influencing the consumer, the influence of the consumer on the economy and the role of the intelligent citizen in the economic system. Includes retail sales practices, personal taxes, investment, insurance, credit and the cooperative movement. Three credits, first semester. Mr. Macek. 1959-60.

109. MONEY AND BANKING. The study of systems of currency, credit, types of banks, monetary and credit policy and systems of central banking. The Federal Reserve System: its organization and the methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization and its economic and social significance. Three credits, second semester. Mr. Macek. 1959-60.

111. MANPOWER ECONOMICS. A study of the labor supply and its relation to the economy. Particular attention is given to the union

movement and labor legislation. Prerequisite: Economics 103 or permission of the instructor. Three credits, second semester. Mr. Ossman. 1959-60.

113. **GOVERNMENT AND THE ECONOMY.** An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester. Mr. Ossman. 1960-61.

114. **INTERNATIONAL ECONOMICS.** The struggle for raw materials and markets, the use of tariffs and subsidies, the role of foreign exchange control, the influence of commodity and capital movements, and the history of commercial policy. Prerequisite: Economics 103. Three credits, second semester. Mr. Macek. 1960-61.

116. **COMPARATIVE ECONOMIC SYSTEMS.** An understanding of our economic system by its historical development and by comparison with other systems of our era. It proceeds from the feudal system through early to modern capitalism, and analyzes its legal framework, technique, business management and social functions. Then the Soviet system, Fascism and Nazism are discussed. In all systems the interaction is observed of the individual initiative and mandatory cooperation. Three credits, first semester. Mr. Macek. 1960-61.

119, 120. **HISTORY OF ECONOMIC PHILOSOPHY.** The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester. Mr. Macek. 1959-60.

203-204. **TUTORIAL.** Three credits each semester. Economics Faculty.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary or elementary school certification when they satisfactorily complete the specific requirements of that state and the college major subject requirements for the bachelor of arts degree. All education students are required to take the National Teacher Examinations in their senior year.

In Pennsylvania, the minimum education requirements for the college provisional certificate for secondary school teaching are eighteen semester hours including Education 181, 182, 190, 197 and 199. In addition it is necessary to have completed at least eighteen semester hours in each subject in which the student wishes to be certified to teach. United States history with emphasis on the history of Pennsylvania (History 161) is required for all teachers in the public schools of the state. This requirement is in addition to the other requirements for a major program.

Students preparing to teach on the elementary level are required to take Education 181, 186, 187, 188, 195. In addition they must take History 161 (American history with special emphasis on Pennsylvania history) and possess or acquire an elementary skill in piano.

181. THE TEACHING ENTERPRISE. Orientation and introduction to education is provided through a general descriptive overview of the field of American education, and such materials in the area of educational psychology as the relation of principles of growth and development to the learning process and the procedures in classroom management and control. Three credits, first semester. Secondary and elementary certification. Mr. Aldrich.

182. THE TEACHING ENTERPRISE. Study of the history and philosophy of education, principles of guidance and pupil personnel work,

and evaluation. Particular emphasis is given to guided observation in the public schools. Three credits, second semester. Secondary certification. Mr. Aldrich.

186. CURRICULUM AND TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to language arts, which include reading, writing, speaking and listening. Three credits, second semester. Elementary certification. Mrs. Hill.

187. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to social studies, and children's literature. Three credits, first semester. Mrs. Hill.

188. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to arithmetic, science, health, curriculum construction and evaluation. Three credits, second semester. Mrs. Hill.

190. GENERAL AND SPECIFIC TEACHING METHODS ON THE SECONDARY LEVEL. Principles of secondary education, curriculum construction, methods and materials including the use of audio-visual aids. The course provides a well-rounded preparation for student teaching in various fields. Particular emphasis is given to guided observation in the public schools. Three credits, second semester. Mr. Aldrich.

195. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the elementary level in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Six credits, first semester. Mrs. Hill.

197. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on both the junior and senior high levels in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Six credits, first semester. Mr. Aldrich.

199. SEMINAR FOR SECONDARY SCHOOL TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically, sociologically, and through practical observation. Three credits, first semester. Mr. Aldrich.

203-204. TUTORIAL. Three credits each semester. Major field.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. Freshman composition is not considered part of the major. The minimum requirement includes English 101A, 111A, 121A and one semester of Advanced Writing or Creative Writing, one semester of Shakespeare, and one semester of Major American Writers.

English majors should try to take 101A *before* all specialized courses numbered up through 106; 111A *before* all specialized courses numbered up through 118; 121A *before* all specialized courses numbered up through 128.

BI-2. ENGLISH COMPOSITION. See Basic Curriculum, page 48.

101A. LITERARY EXPLORATIONS AND DISCOVERIES, FROM BEGINNINGS TO 1616 A.D. A study of significant works in England, together with Continental influences upon them from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Three credits, first semester. Miss Eldredge.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore from classical, Northern, and Biblical poetry which still nourish Western thought. Ovid's *Metamorphoses*, *The Iliad*, and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Three credits, second semester. Miss Eldredge. 1959-60.

104. CHAUCER A study of the minor poems and *Troilus and Cri-*

seyde, as well as *The Canterbury Tales*, with attention to English culture of the medieval period. Three credits, first semester. 1960-61.

105, 106. SHAKESPEARE. First semester, a study of the major comedies and historical plays; second semester, the major tragedies and the sonnets. Three credits each semester. First semester, Miss Eldredge. Second semester, Mr. Cummins.

111A. SPIRIT, REASON, AND ROMANTICISM IN LITERATURE, 1616 THROUGH 1832. A study of selected significant works in the development of English literature from Milton through Dryden, Pope, Swift and the Romantic writers. Poetry, prose, and drama of the seventeenth, eighteenth, and early nineteenth centuries will be studied in relation to important social, political and cultural events which they reflect or illustrate or against which they show revolt. Three credits, second semester. Mr. Cummins.

113. MILTON AND THE METAPHYSICAL POETS. A study of the lyric and reflective poetry of Donne and his followers, and of the poetry and selected prose of Milton, with emphasis on the interplay of science and religion in the thought of these poets. Three credits, second semester. Miss Eldredge. 1959-60.

115. DEVELOPMENT OF ENGLISH PROSE, 1616 THROUGH 1832. The development of English prose as an artistic medium in essay, drama, and novel. A study of Restoration comedy, eighteenth century essay, and the novel from Richardson to Scott. Three credits, second semester. 1960-61.

118. THE ROMANTIC WRITERS. A study of the chief writers of the Romantic movement: Blake, Burns, Wordsworth, Coleridge, Keats, Byron and Shelley, with some attention to the prose writers of the period. Three credits, second semester. Mr. Zetler. 1959-60.

121A. CONFLICT, IDEALISM, AND DISILLUSIONMENT IN LITERATURE, 1832 TO THE PRESENT. Representative works dealing with the origin and development of prominent intellectual and aesthetic movements in English and American literature, and the social, political and cultural events which they reflect. Three credits, first semester. Mr. Zetler.

122. THE VICTORIAN POETS. A study of the major poets from Tennyson, Browning, and the Pre-Raphaelites to the death of Queen Victoria. Reading and critical analysis, with emphasis on poetic form, imagery, symbolism and personality. Three credits, first semester. 1960-61.

124. THE NOVEL, 1832 THROUGH 1909. A study of the development of the English novel as a literary form and as a reflection of the age. Dickens, Thackeray, Trollope, Eliot, Meredith, and Hardy will be discussed. Three credits, first semester. Miss Rueckel. 1959-60.

125, 126. MAJOR AMERICAN WRITERS. A study of American writers. First semester: from the Colonial Period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Second semester: from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, Crane, Frost, Hemingway, and Faulkner. Three credits each semester. Mr. Lane.

128. TWENTIETH CENTURY LITERATURE. Close reading of the poetry and fiction of the following English and American writers: Yeats, Joyce, D. H. Lawrence, Huxley, Thomas, T. S. Eliot, Fitzgerald, and Wallace Stevens. Three credits, second semester. Miss Rueckel.

131, 132. ADVANCED WRITING. Attention is given to phrasing, connotation, denotation, description and narration. Models from modern writing in characterization and description are used. Three credits each semester. Mr. Zetler.

133, 134. CREATIVE WRITING. Various types of original composition, primarily the short story. Analysis of conventional and modernistic types of writing. Three credits each semester. Mr. Cummins.

203-204. TUTORIAL. Three credits each semester. English Faculty.

FRENCH

See Modern Languages, pages 69-70.

GERMAN

See Modern Languages, pages 70-71.

GREEK LANGUAGE AND LITERATURE

1-2. ELEMENTARY GREEK. Grammar, composition, Xenophon: selections from the Anabasis or the Memorabilia. Open to all students. Three credits each semester.

3, 4. GREEK AND LATIN LITERATURE IN TRANSLATION. Selected works that express life and thought of times when written and that have influenced literature, philosophy and art of later ages. Open to all students. Three credits each semester.

HISTORY

Students majoring in history are required to take a minimum of three year-courses in the department (exclusive of History of Western Civilization) plus the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval History, and Modern European History.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended.

B1-2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 47.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the Ancient Near East; origins of science, religion, and law; the philosophic enterprise and political development of the Greeks; arts and archaeology of the period. Three credits, first semester. Miss Freeman. 1959-60.

102. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late-antique world, including its art and archaeology. Three credits, second semester. Miss Freeman. 1959-60.

111. HISTORY OF THE EARLIER MIDDLE AGES. Background in the patristic period; decline of Roman institutions; influx of new peoples and the formation of a feudal society; the Church and its influence; learning, literature and the arts of the period. Three credits, first semester. Miss Freeman. 1960-61.

112. HISTORY OF THE LATER MIDDLE AGES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflicts between church and state; learning, literature and the arts of the period. Three credits, second semester. Miss Freeman. 1960-61.

113. HISTORY OF EUROPE FROM 1500 to 1713. A survey of developments in Europe from the Age of Reformation to the Peace of Utrecht. The course includes political, religious, economic and social as well as intellectual developments. Three credits, first semester. Mr. Borsody. 1960-61.

114. HISTORY OF EUROPE FROM 1713 to 1815. A survey of the Age of Enlightenment, the rise of Prussia and Russia, the French Revolution and the Napoleonic period. Three credits, second semester. Mr. Borsody. 1960-61.

121. HISTORY OF EUROPE FROM 1815 to 1870. The political, social and cultural history of Europe from the Congress of Vienna to 1870. Three credits, first semester. Mr. Borsody. 1959-60.

122. HISTORY OF EUROPE FROM 1870 TO THE PRESENT. Political and social reform; cultural, scientific and economic movements; the expansion of Europe; the two World Wars and events following to the present time. Three credits, second semester. Mr. Borsody. 1959-60.

131. HISTORY OF EARLY MODERN ENGLAND. The political, social, intellectual and economic history of England during the sixteenth, seventeenth, and eighteenth centuries, with special attention to the developments of empire and commonwealth. Three credits, first semester. Mr. Griffith. 1959-60.

132. HISTORY OF MODERN ENGLAND AND THE COMMONWEALTH. The political, social, intellectual and economic history of England during the eighteenth, nineteenth and twentieth centuries with special attention to the developments of empire and commonwealth. Three credits, second semester. Mr. Griffith. 1959-60.

151. HISTORY OF CZARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits, first semester. Mr. Borsody. 1960-61.

152. HISTORY OF SOVIET RUSSIA. The crisis of Czarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits, second semester. Mr. Borsody. 1960-61.

Chatham College

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits, first semester. Mr. Andrews.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits, second semester. Mr. Andrews.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science and the arts. Three credits, first semester. Mr. Andrews. 1959-60.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865 giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits, second semester. Mr. Andrews. 1959-60.

202. JUNIOR TUTORIAL. Techniques of historical investigation and research. Background and preliminary training for the work of the Senior Tutorial. Two hours, second semester. History Faculty.

203-204. TUTORIAL. Two hours each semester. History Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

LATIN

3, 4. INTERMEDIATE LATIN. Selections from Caesar, Cicero, Vergil stressing the historical development of Rome. Ovid: *The Ars Amatoria*. Also review of grammar and basic composition. Prerequisite: two or three units of secondary school Latin or equivalent. Three credits each semester. Miss Kuschmierz.

101, 102. ADVANCED LATIN. Vergil: *The Aeneid*; Apuleius: *Cupid and Psyche*. Influence and scope of epic literature; the cultural role of mythology. Prerequisite: Latin 3, 4 or exemption of language requirement in Latin. Three credits each semester. Miss Kuschmierz.

MATHEMATICS

Students majoring in mathematics are expected to take a minimum of thirty hours in mathematics including Mathematics 5, 6, 10, 101, 102, 105, 106, 107, and the tutorial. Courses in related subject matter, logic, the natural sciences, and the social sciences are recommended. Any student intending to pursue graduate study should acquire a reading knowledge of German or French, preferably both.

4. **BASIC ALGEBRA AND GEOMETRY.** Intensive coverage of basic concepts and techniques of geometry and intermediate algebra. Primarily for students who have completed less than two years of secondary school mathematics or who have not completed a course in secondary school geometry. Prerequisite: one year of college preparatory mathematics or permission of the department. Three credits, second semester. Mr. Beck.

5. **FUNCTIONS AND GRAPHS.** An introduction to the elementary functions of mathematical analysis. Graphing of functions. Selected topics from elementary algebra and trigonometry. Inequalities. Application to the solution of problems arising in the sciences. Prerequisite: at least two years of college preparatory mathematics with emphasis on basic algebraic and geometric concepts, principles of deductive reasoning, and mathematical expression; or Mathematics 4. Three credits, first semester. Mr. Beck.

6. **ANALYTIC GEOMETRY AND CALCULUS I.** Coordinate systems. Vectors. Algebraic equations. Derivatives of scalar- and vector-valued functions. Algebraic and trigonometric functions. Applications. Prerequisite: Mathematics 5, or satisfactory score on Mathematics 5 placement test. Three credits, second semester. Mr. Beck.

10. **ELEMENTARY STATISTICS** (Identical with Psychology 105). Three credits, first semester. Mr. Foltin.

101. **ANALYTIC GEOMETRY AND CALCULUS II.** The definite integral. Calculus of logarithmic and exponential functions. Techniques of integration. Applications. Elementary differential equations. Prerequisite: Mathematics 6. Three credits, first semester. Mr. Beck.

102. **ANALYTIC GEOMETRY AND CALCULUS III.** Calculus of functions of more than one independent variable. Analytic geometry of

several dimensions. Multiple integrals. Introduction to vector analysis. Infinite series. Applications. Prerequisite: Mathematics 101. Three credits, second semester. Mr. Beck.

105. INTRODUCTION TO MODERN ALGEBRA. Algebraic systems. Selections from the theory of numbers and the theory of equations. Matrices and determinants. Prerequisite: Mathematics 6. Three credits, first semester. Mr. Beck. 1960-61.

106. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101. Three credits, second semester. Mr. Beck. 1960-61.

107. ADVANCED GEOMETRY. Geometric systems. Projective geometry. Synthetic and analytic methods. Non-Euclidean geometries. Prerequisite: Mathematics 102. Three credits, first semester. Mr. Beck. 1959-60.

119, 120. INDEPENDENT READING. For the exceptional student who has suitable preparation an opportunity to study the subject matter of a course not regularly included in the schedule of courses. Weekly conferences with the instructor. Prerequisite: Mathematics 102 and the permission of the department. Three credits each semester. Mr. Beck.

203-204. TUTORIAL. Three credits each semester.

MODERN LANGUAGES

Requirements for a Major. Students majoring in the department of modern languages are expected to take a minimum of thirty hours in one foreign language, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103, 104 are required of all majors; 101, 102 is a prerequisite to all advanced courses in literature.

The College Language Requirement. (See page 14.) The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the four following conditions:

1. Four years of the same foreign language in secondary school
2. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college

3. Two years of the same foreign language in college
4. A score on the foreign language exemption examination equivalent to the national norm for two years of college study.

The Language Laboratory. A language laboratory equipped with phonographs, Magneticon recording units, and other materials is at the disposal of all students who wish to improve pronunciation and ability to converse in the foreign language. Laboratory work will be required of those who are deficient in good pronunciation, and is recommended for all students.

FRENCH

1-2. BEGINNING FRENCH. The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. McLaren.

3, 4. INTERMEDIATE FRENCH. Readings in aspects of French civilization and representative literary texts. Review of grammar. Practice in spoken French. Prerequisite: two years of secondary school French or French 1-2. Three credits each semester. Mrs. Russell.

101, 102. SURVEY OF FRENCH LITERATURE. An introduction to literature from the medieval epic, through the classical period, the Enlightenment, Romanticism and Realism to the present day. Lectures and *analyses de textes* supplemented by practice in oral and written French. Prerequisite: French 3, 4 or satisfactory score on French placement test. Three credits each semester. Mr. McLaren.

103, 104. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Prerequisite: exemption of language requirement in French and permission of the department. Two credits each semester. Mr. McLaren and Mrs. Russell. 1959-60.

107, 108. LITERATURE OF THE SEVENTEENTH CENTURY. The Golden Age. Literary trends in French classicism. Descartes, Pascal, La Fontaine; the theater of Corneille, Racine, Moliere. Prerequisite: French 101, 102. Three credits each semester. Mrs. Russell. 1960-61.

109. LITERATURE OF THE EIGHTEENTH CENTURY. The Age of Enlightenment. The growth of modern thought and criticism. Montesquieu, Diderot, Voltaire, Rousseau. Prerequisite: French 101, 102. Three credits, first semester. Mrs. Russell. 1959-60.

110. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, Naturalism and Symbolism in poetry, drama and the novel. Hugo, Balzac, Baudelaire, Flaubert, Rimbaud. Prerequisite: French 101, 102. Three credits, second semester. Mr. McLaren. 1959-60.

115, 116. LITERATURE OF THE TWENTIETH CENTURY. The contemporary drama from the Theatre Libre through the myth writers and existentialism. Also the poetry of Claudel and Valery and the prose techniques of Proust, Gide, Giono and Malraux. Prerequisite: French 101, 102. Three credits each semester. Mr. McLaren. 1960-61.

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: French 101, 102 and permission of the department. Three credits each semester. French Faculty.

203-204. TUTORIAL. Three credits each semester. French Faculty.

GERMAN

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building and reading. The conversational approach to reading is stressed. Three credits each semester. Miss Kuschmierz.

3, 4. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken German. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester. Miss Kuschmierz.

S4. SCIENTIFIC GERMAN. Reading of scientific texts and periodicals. Prerequisite: German 3. Three credits second semester. Miss Kuschmierz.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of literature from the eighteenth century to the present. Reading of representative works, supplemented by lectures and discussion. Prerequisite: satisfactory score on German placement test. Three credits each semester. Mr. Davis.

103. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition

Description of Courses

and translation. Prerequisite: permission of the department. Three credits, first semester. Mr. Davis. 1959-60.

105, 106. THE CLASSICAL PERIOD OF GERMAN LITERATURE. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller and Goethe. Prerequisite: German 101, 102. Three credits each semester. Mr. Davis. 1960-61.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism and Naturalism. Prerequisite: German 101, 102. Three credits, second semester. Mr. Davis. 1959-60.

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: German 101, 102 and permission of the department. Three credits each semester. German Faculty.

203-204. TUTORIAL. Three credits each semester. German Faculty.

SPANISH

1-2. BEGINNING SPANISH. The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. Cardona.

3, 4. INTERMEDIATE SPANISH. Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester. Miss Hutman.

101, 102. SURVEY OF SPANISH LITERATURE. An introduction to literature from the medieval epic to the present day with stress on the Golden Age and the Nineteenth and Twentieth centuries. Lectures and discussion of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3, 4 or satisfactory score on Spanish placement test. Three credits each semester. Miss Hutman.

103, 104. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Prerequisite: exemption

of language requirement in Spanish and permission of department. Two credits each semester. Mr. Cardona. 1959-60.

109, 110. THE LITERATURE OF SPANISH AMERICA. An introduction to Spanish American literature from the Colonial period to the present day with stress on the nineteenth and twentieth centuries. Prerequisite: Spanish 101, 102. Three credits each semester. Mr. Cardona. 1960-61.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis (1) on the theater of Lope de Vega, Calderon de la Barca and their schools, and (2) on Cervantes' *Don Quixote*. Prerequisite: Spanish 101, 102. Three credits each semester. Mr. Cardona. 1960-61.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism and Naturalism in poetry, drama and the novel. Duque de Rivas, Larra, Espronceda, Zorrilla and Galdos. Prerequisite: Spanish 101, 102. Three credits, first semester. Mr. Cardona. 1959-60.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, Lorca, Machado and Jimenez. Prerequisite: Spanish 101, 102. Three credits, second semester. Mr. Cardona. 1959-60.

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: Spanish 101, 102 and permission of the department. Three credits each semester. Spanish Faculty.

203-204. TUTORIAL. Three credits each semester. Spanish Faculty.

MUSIC

A music major must take forty credits in the department of music: twenty-four hours in materials and history of music, and ten hours in applied music. Courses 1-2, 101-102, 111-112, and 121-122 are required of all majors, in sequence, plus the tutorial.

Applied music carries two credits for each hour lesson per week and one credit for each half-hour lesson per week.

All students will receive two of the ten credits in applied music through performance, either in departmental recital or public performance. These performances are scheduled by the department and are rated as one half credit per performance.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the Sophomore year.

Secondary piano instruction is offered for this purpose, if necessary, through the Laboratory School of Music at the financial responsibility of the student.

Applied music fees are listed on pages 104-105.

MATERIALS OF MUSIC

1-2. **ELEMENTARY HARMONY.** A study of scales, intervals, elementary triadic structures in progression and phrase organization correlated with the development of aural and keyboard skill and orientation to various levels of musical expression. Three credits each semester. Mr. Taylor.

101-102. **ADVANCED HARMONY.** Extended harmonic structures modulation, and chromatic alteration correlated with harmonic analysis, dictation, and keyboard skill. Three credits each semester. Mr. Taylor.

111-112. **COUNTERPOINT.** Two and three part melodic technique, chorale ornamentation, canon, invention and elements of the fugue. Three credits each semester. Mr. Taylor.

HISTORY AND LITERATURE OF MUSIC

3. **BAROQUE MASTERS: BACH AND HANDEL.** A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque Period. Three credits, first semester. 1960-61.

4. **SYMPHONIC LITERATURE OF THE 19TH CENTURY.** A presentation of important works of the 19th century illustrating the development of orchestral color and other resources with emphasis on the expanded orchestral imagination of the later composers. Three credits, second semester. 1960-61.

103. **THE GOLDEN AGE OF CHORAL POLYPHONY.** The choral tradition of the 16th century presented through the work of the Netherlands composers, Palestrina, the English and Italian madrigalists, and others. Three credits, first semester. Mr. Evans. 1959-60.

104. **CONTEMPORARY EUROPEAN MUSIC.** A study of stylistic tendencies and experimental developments in music of the 20th century through the work of such composers as Stravinsky, Bartok, Milhous, Schoenberg and those of the newer generation. Three credits, second semester. Mr. Evans. 1959-60.

113. **OPERA FROM MONTEVERDI TO THE PRESENT.** An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theater in Europe and America. Three credits, first semester. Mr. Malfatti. 1959-60.

114. **MUSIC IN THE AMERICAS.** The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits, second semester. 1960-61.

117. **THE VIENESE PERIOD: HAYDN, MOZART, BEETHOVEN, SCHUBERT.** A selection of provocative works by these composers encompassing the significant features of 18th and early 19th century music. Three credits, first semester. 1960-61.

118. **THE SOLO SONG.** A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, the songs of Schubert, German Lied, folk and popular song, and the contemporary

art song, with the aid of performance demonstration where possible. Three credits, second semester. Mr. Malfatti. 1959-60.

121-122. HISTORY OF FORM. The history of music through structural analysis of significant forms as well as the assimilation of historical fact. Elementary problems in musicological research. Three credits each semester. Mr. Shick.

125, 126. ADVANCED PROBLEMS IN MUSIC. Special work in musical composition, historical research, or public performance to be scheduled in consultation with the department chairman. Three credits each semester. Music Faculty.

203-204. TUTORIAL. The tutorial establishes one of the following categories of study as the area of concentration for each individual major in music after completion of the course requirements:

APPLIED MUSIC: Public recital plus a written discussion of music related in some way to the music performed.

HISTORY OF MUSIC: Project in research.

MUSICAL COMPOSITION: Production of original compositions in varied media, sufficient in quality and length to be presented in public concert.

17, 18. APPLIED MUSIC. (Individual instruction).

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles. Mr. Shick.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire and the practical aspects of service playing. Mr. Evans.

VOICE I, II, III, IV. The technique of singing, interpretation and a knowledge of representative song literature. Mr. Malfatti.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral and chamber music of all schools. Mr. Stolarevsky.

VIOLA I, II, III, IV. Fundamental principles of technique, style and interpretation. Mr. Stolarevsky.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with teachers of artistic and professional standing within the metropolitan area, primarily through the facilities of the Laboratory School of Music, as described below.

ENSEMBLE

All Ensemble courses are open to the general student body as well as to music majors.

5, 6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. $\frac{1}{2}$ credit each semester. Mr. Malfatti.

The following courses are available in association with the Laboratory School of Music, an affiliate of the Department of Music, serving all age groups within the city and surrounding areas. Participation in these courses must be affirmed immediately after the beginning of the school year.

7, 8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. $\frac{1}{2}$ credit each semester. Mr. Stolarevsky.

9, 10. SINFONIETTA. A study of the literature for chamber and symphony orchestra. $\frac{1}{2}$ credit each semester. Mr. Stolarevsky.

MUSIC AND EDUCATION

Participation in a program combining the areas of music and education must be planned with the chairman of each of these departments.

PHILOSOPHY

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in Philosophy and Religion including Philosophy of Life, Philosophy 101 and Philosophy 102, the tutorial and not less than three, nor more than six hours of courses in Religion.

B151-152. PHILOSOPHY OF LIFE. Mr. Arnett and Mr. Hayes. See Basic Curriculum, page 48.

101. HISTORY OF PHILOSOPHY. Ancient and Medieval. A study of philosophical thought in the western world to 1600. Three credits, first semester. 1960-61.

Description of Courses

102. HISTORY OF PHILOSOPHY. Modern. A study of philosophical thought in the western world since 1600. Three credits, second semester. 1960-61.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester. Mr. Hayes. 1960-61.

104. ETHICS. An examination of various types of ethical theory together with discussions of characteristic modern ethical problems. Three credits, second semester. Mr. Arnett. 1959-60.

105. SOCIAL PHILOSOPHY. A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. Mr. Hayes. 1959-60.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits, second semester. Mr. Arnett. 1960-61.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as revealed in works of Emerson, Thoreau, Royce, James, Dewey, and Hocking. Three credits, second semester. Mr. Parker. 1959-60.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits, first semester. Mr. Arnett. 1959-60.

201, 202. DIRECTED STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester. Philosophy Faculty.

203-204. TUTORIAL. Three credits each semester. Philosophy Faculty.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to fulfill four semesters of work in physical education. One full credit must be taken in each of the following areas: team sports, individual and dual sports, aquatics, dance. If a student possesses a high degree of skill in any area, however, she may exempt that area and elect a course in another area in which she is less skilled.

Restricted physical education students are required to have a statement and medical record which must be submitted by the student's doctor to the Chatham College Health Service no later than the first four weeks of the semester. The college physician makes the final decision concerning the student's physical ability or limitation. Activities for restricted students are planned with the approval of the College Health Service.

Each student enrolled in a sports or dance class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the Purple Seal. Swimming suits, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the college.

Specific course offerings for each area are as follows:

B1. INDIVIDUAL AND DUAL SPORTS. Each course is of seven and one-half weeks' duration and carries $\frac{1}{2}$ credit. Mrs. Blayden and Miss Ver Kruzen.

- 11—Archery
- 13—Badminton
- 15—Bowling
- 16—Fencing
- 18—Golf
- 20—Horseback Riding
- 22—Tennis

Description of Courses

B2. TEAM SPORTS. Each course is of seven and one-half weeks' duration and carries $\frac{1}{2}$ credit. Mrs. Blayden and Miss Ver Kruzen.

31—Basketball

33—Hockey

35—Softball

37—Volleyball

39—Officiating

B3. DANCE. Each course is of one semester's duration and carries one credit. Mrs. Beaman.

41—Folk and Square Dance

44—Modern Dance (Beginning)

45—Modern Dance (Intermediate)

46—Modern Dance (Advanced)

47—Social Dance

49—Tap Dance

B4. AQUATICS. Each course is of one semester's duration and carries one credit. Mrs. Blayden.

51—Swimming (Beginning)

52—Swimming (Intermediate)

53—Swimming (Advanced)

54—Life Saving (Red Cross Senior)

55—Water Safety (Red Cross Instruction)

63, 64. ADAPTED ACTIVITIES. This course is for physically restricted students unable to complete area requirements of B1, B2, B3, B4. Activities are adapted to individual needs, approved by the College Health Service, and include work in:

Body Mechanics

Recreational games and activities

Aquatics

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum except horseback riding.

The Athletic Association, of which every student is automatically a member, sponsors intercollegiate, inter-class, and inter-dormitory tournaments in all sports and aquatics.

PHYSICS

B1. PHYSICS. See Basic Curriculum, page 46.

2. PHYSICS. A study of the elementary theory and application of electricity, magnetism and light. Three recitations and one two-hour laboratory period per week. Prerequisite: Physics B1. Four credits, second semester. Miss Trammell.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. B105) and the tutorial.

103. AMERICAN GOVERNMENT. A study of American government—national, state and local. Three credits, first semester. Mr. Ossman.

108. STATE AND LOCAL GOVERNMENT. An examination of the principal characteristics of American state and local government. Attention is given to the constitutional bases of state government, forms of city government, popular control and law making, executive and administrative problems, judicial and legal problems, intergovernmental relations, home rule for cities, problems of metropolitan areas and interstate relations. Three credits, second semester. Mr. Keefe. 1959-60.

110. CONSTITUTIONAL LAW. This course will analyze and examine the Constitution of the United States as it has been interpreted by the Supreme Court. Emphasis will be placed on the development of the Constitution in the areas of federalism; Presidential and Congressional powers; the tax, commerce and war powers; due process of law; civil rights and civil liberties and the protection of property. Three credits, second semester. Mr. Ossman. 1960-61.

111. INTERNATIONAL RELATIONS. A course attempting to trace the development and nature of international organizations through the study of the factors, such as historic, current economic, political and ideological problems, which influence the relations among nations. Three credits, first semester. Mr. Liem. 1959-60.

112. UNITED STATES FOREIGN POLICY. A study of the factors influencing American foreign policies as well as a study of the technique

Description of Courses

and development of American diplomacy. Three credits, second semester. Mr. Liem. 1959-60.

113. **SOCIAL PHILOSOPHY** (Identical with Philosophy 105). A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. Mr. Hayes. 1959-60.

115. **POLITICAL PARTIES.** A study of political parties and pressure groups—their organization, functions, and impact upon public policy formation. Consideration of the demands placed upon party institutions in a democratic society, the theory of responsible party government, and the issue of party reform. Special attention to empirical studies of political behavior. Field work in political campaigns. Three credits, first semester. Mr. Keefe. 1960-61.

116. **THE LEGISLATIVE PROCESS.** A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which shape legislative decisions. Three credits, second semester. Mr. Keefe. 1960-61.

118. **PUBLIC OPINION.** This course will seek an understanding of the nature and formation of public opinion, and of the way in which governments and pressure groups utilize the techniques of propaganda, through analysis of mass communication media, of the basic psychological factors which influence human behavior, and of the structure and operations of typical political, economic and cultural organizations. Three credits, second semester. Mr. Liem. 1960-61.

125. **COMPARATIVE GOVERNMENT.** A comparative analysis of the rise, organization and functions of the governments of the principal countries of the world. Three credits, first semester. Mr. Liem. 1960-61.

131. **POLITICAL SCIENCE SEMINAR.** This course offers opportunity for relatively independent and intensive investigation in any of the various areas of political science. Special problems, independent reading or investigation to meet individual interests. Three credits, first semester. Mr. Keefe. 1959-60.

203-204. **TUTORIAL.** Three credits each semester. Political Science Faculty.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of thirty hours in the department, including Psychology 101, 102, 105 and 203-204.

101. GENERAL PSYCHOLOGY. A general introduction to the scientific study and understanding of human behavior. Emphasis will be given to those topics which are not covered in the course, Human Development and Behavior. Three credits, first and second semester. First semester. Mr. Koehler. Second semester. Mr. Lackner.

102. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques utilized in psychology. Experiments in the various areas of general psychology will be performed by the student. May be elected only with permission of the instructor. Prerequisite: Psychology 101. Three credits, second semester. Mr. Foltin.

103. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE. Psychological growth and development from birth to adulthood as it is affected by physical and sociological as well as psychological factors. Special attention is given to the application of principles and facts to practical situations in home, school and community. Prerequisite: Human Development and Behavior B1-2 or Human Development and Behavior B1-2 exemption. Three credits second semester. Mr. Koehler.

105. ELEMENTARY STATISTICS. Prerequisite: one and one-half years of high school algebra or permission from the instructor. Three credits first semester. Mr. Foltin.

106. APPLIED PSYCHOLOGY. A course showing the various applications of psychological knowledge to the fields of human endeavor. Prerequisite: Psychology 101 or consent of instructor. Three credits, second semester. Mr. Foltin. 1960-61.

111. SOCIAL PSYCHOLOGY. A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 101, Sociology 103 or consent of instructor. Three credits, first semester. Mr. Lackner. 1960-61.

113. METHODS OF PERSONALITY ANALYSIS. A study of psychological tests and measurements and an introduction to projective

techniques and the interview. Prerequisite: Psychology 101 and permission of the instructor. Three credits, first semester. Mr. Lackner. 1959-60.

120. **ABNORMAL PSYCHOLOGY.** A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Restricted to juniors and seniors. Prerequisite: Psychology 101 and permission of the instructor. Three credits, second semester. Mr. Foltin. 1959-60.

151. **SYSTEMS OF PSYCHOLOGY.** This seminar deals with the history and contemporary theories of psychology. It includes readings in recently published papers insofar as they show current trends. Prerequisite: Psychology 101 and 102. Three credits, second semester. Mr. Koehler. 1960-61.

203-204. **TUTORIAL.** Three credits each semester. Psychology Faculty.

RELIGION

1. **INTRODUCTION TO THE OLD TESTAMENT.** A history of the Hebrew people from Moses to the Maccabees with particular attention to the development of Jewish literature and religion. Two credits, first semester. 1960-61.

2. **INTRODUCTION TO THE NEW TESTAMENT.** A study of the early Christian community and the literature and religious thought which it produced. Two credits, second semester. 1960-61.

3. **READINGS IN THE OLD TESTAMENT.** A study of the selected classics from the Old Testament, e.g., Jeremiah, Job, the Psalms, Proverbs. Two credits, first semester. Mr. Morey. 1959-60.

4. **THE LIFE AND TEACHINGS OF JESUS.** The mission and message of Jesus as recorded in the four gospels. Two credits, second semester. 1960-61.

111. **RELIGION IN WESTERN CULTURE.** Judaism in the Christian Era, and the development of Christian thought and practice. Prerequisite: Religion 1 or 3 plus Religion 2 or 4, or by consent of the instructor. Three credits, second semester. Mr. Parker. 1959-60.

113. **RELIGIONS OF THE EAST.** Hinduism, Buddhism, Taoism, Confucianism, and Islam. Three credits, first semester. Mr. Morton. 1959-60.

SOCIOLOGY

Students are expected to complete Modern Society before enrolling in Sociology 103, if possible. In addition to Modern Society, 24 hours of sociology are required for a major including Sociology 103, 106, 113 or 114, 130 and the tutorial. Students are also required to take Statistics (Psychology 105) preferably in their sophomore or junior year in order to handle statistical materials in their tutorial.

Majors are also requested to take Economics 103 and Political Science 103 or Psychology 101.

Sociology 103 is a prerequisite for all other courses in Sociology. Courses 103 and 106 are open to sophomores. Other courses are open only to juniors and seniors except by permission of the instructor.

103. ELEMENTS OF SOCIOLOGY. Social origins and development; basic characteristics of group life and social organization including the concepts of social structure; class, caste, race; community ecological aspects and institutions. Three credits, first semester. Mr. Lehmann.

106. SOCIAL DISORGANIZATION. An application of sociological principles to the problems of personal, family, community and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism and war. Field trips and special seminars in social problems selected for study. Three credits, second semester. Mr. Lehmann.

108. URBAN COMMUNITY. The characteristic patterning of the contemporary urban community through the world and especially in the U.S. An attempt to understand its present status and problems will be made through an analysis of causative factors of an ecological, cultural, economic and political nature. An analysis of the units of community organization. First hand experience with aspects of urban society will be gained through field trips and through field research. Three credits, second semester. 1960-61.

111. THE FAMILY. The evolution and development of the family as a social group and a social institution with special emphasis upon the

role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits, first semester. Mr. Lehmann. 1959-60.

113. GENERAL ANTHROPOLOGY. The physical development of the human species and the nature of present racial groupings. The cultural development of mankind from the Paleolithic period through the initial phases of the "urban revolution." An introduction to the terminology and concepts of cultural structure and process. Three credits, first semester. Mrs. George. 1959-60.

114. GENERAL ANTHROPOLOGY. A survey of recently or presently existent primitive cultures organized according to regions. Particular emphasis on the native cultures of Africa. Analysis of the major currents of thought and theory in contemporary Western anthropology. Three credits, second semester. Mrs. George. 1959-60.

115. COLLECTIVE BEHAVIOR. The study of group phenomena as evidenced in formal and non-formal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revival, political movements, revolutions. Three credits, first semester. Miss Elliott. 1960-61.

118. JUVENILE DELINQUENCY. The nature and extent of juvenile delinquency. Changing legal definitions and modifications in social treatment. An examination of the large body of research data as to the background of delinquents and their subsequent adjustment. Clinical and institutional treatment, and probation work. Preventive projects in delinquency. Field trips. Three credits, second semester. Miss Elliott. 1960-61.

119. RACIAL AND ETHNIC GROUPS. An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. This course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups and their cultural impact on our national life. Three credits, first semester. 1960-61.

120. CRIMINOLOGY. The evolution of social and legal definitions of crime. Criminal statistics. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction and treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Three credits, second semester. Mr. Lehmann. 1959-60.

Chatham College

130. **ADVANCED SOCIAL THEORY.** A historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors, but ordinarily this course should be taken in the senior year. Three credits, first semester. Mr. Lehmann. 1959-60.

131-132. **SOCIOLOGY SEMINAR.** Three credits each semester. 1960-61.

203-204. **TUTORIAL.** Three credits each semester. Sociology Faculty.

SPANISH

See Modern Languages, pages 71-72.

SERVICE UNITS

No Credit

SECRETARIAL STUDIES

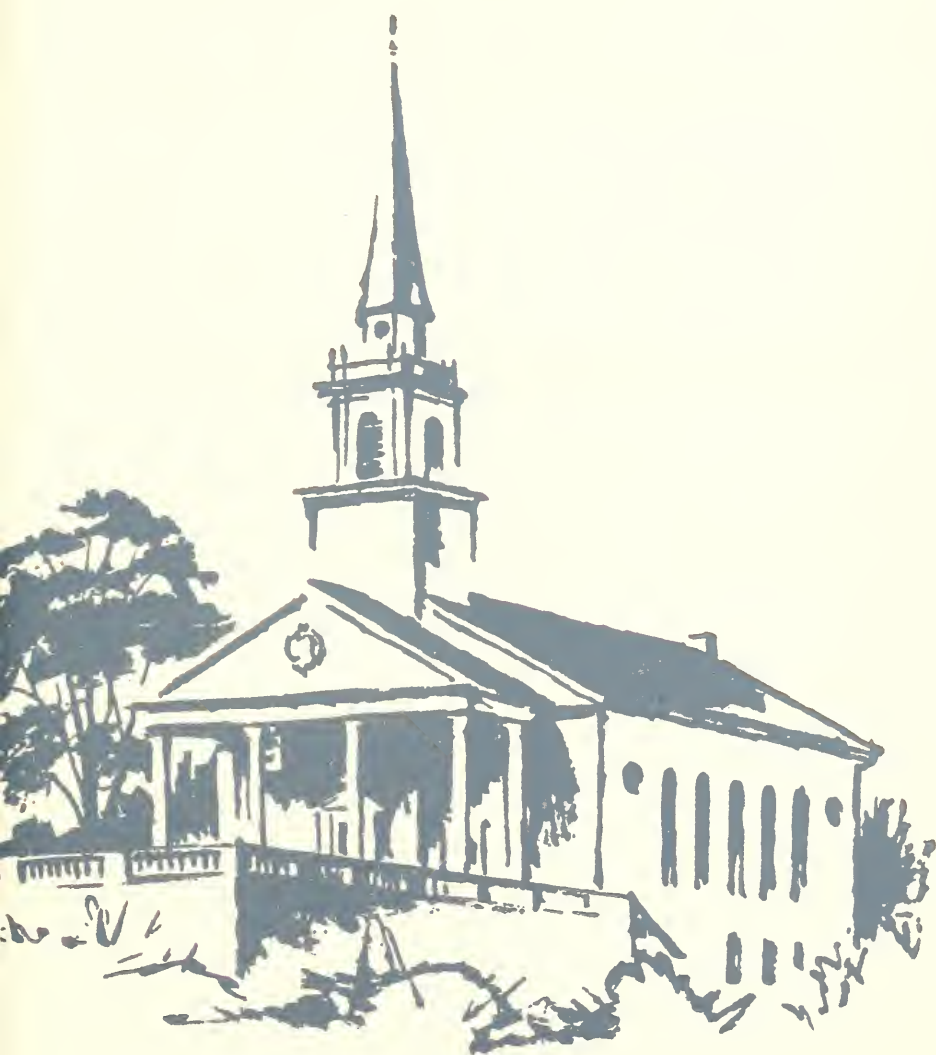
1,2 **TYPEWRITING.** Instruction given in the technique of operating the typewriter. This is designed for those desiring a working knowledge of typewriting for personal needs or for later professional purposes. Three hours each semester. No credit. Mrs. Weinberg.

3,4 **SHORTHAND.** A study of the principles of shorthand, the development of a shorthand vocabulary, and with some dictation and transcription. Three hours each semester. No credit. Mrs. Weinberg.

FAMILY LIVING

1,2 **TEXTILES AND CLOTHING.** A short course in style as related to design, line, color, selection and construction of family clothing. No credit. Mrs. Greene.

3,4 **FOODS AND NUTRITION.** The principles of nutrition and food preparation for the family. No credit. Mrs. Greene.



COLLEGE PROCEDURES

Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among the candidates for admission those who can successfully carry college work and who are particularly fitted for the Chatham program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific, and artistic.

The factors taken into consideration in the admission of students are quality of preparation, amount of preparation, endorsement of the secondary school principal, enthusiasm for learning, and capacity for further development.

Students who wish to enter Chatham should, in general, take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics, and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is interested in science, she should take more than one unit of science in secondary school plus two or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as a modern language.

Ultimately the total fitness of the student for college work will determine the college selection. In order to help establish this fitness, *applicants are required to take the Scholastic Aptitude Test and three Achievement Tests of the College*

Entrance Examination Board. It is preferred that all regular applicants take the Scholastic Aptitude Test in January and the Achievement Tests in March.

Candidates who have participated in Advanced Placement Program classes organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement tests of the College Board. Advanced placement is offered for satisfactory performance in these examinations. Credit is offered for superior performance.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Board and for having the results of these tests sent to Chatham. Candidates should address all inquiries concerning these tests and applications for taking the Scholastic Aptitude Test and Achievement Tests to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey.

A Bulletin of Information containing procedures for filing applications, payment of fees, lists of examination centers, brief descriptions of the Scholastic Aptitude Test and the Achievement Tests, sample questions and answers, etc. may be obtained without charge from the College Entrance Examination Board.

For the year 1959-60 the College Entrance Examination Board will hold examinations throughout the country on each of the following dates: December 5, 1959, January 9, 1960, February 6, 1960, March 12, 1960 and May 12, 1960. Applications and fees to take the tests should be sent to the College Entrance Examination Board at least three to four weeks in advance of the test date.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions, Chatham College, Woodland Road, Pittsburgh 32, Pennsylvania, requesting an application blank.
2. Complete and return the application blank with a recent photograph to the Admissions Office. A processing fee of ten dollars (\$10.00), which is not refundable, must be enclosed.
3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with the Director or one of the Assistant Directors of Admissions, or with an Alumnae Representative.
4. Take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board and request the Board to report the results of these tests to the college.

The College will send for the secondary school record, the recommendations of the principal, counselor and faculty members best qualified to judge the applicant's academic ability. The applicant's credentials will be presented to the Admissions Committee for its decision.

Early application is advisable in order to ensure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

An Early Decision Admission Plan designed to give assurance early in the senior year in high school to able students whose *single* college choice is Chatham is in effect at Chatham

College. Well qualified applicants whose credentials include high school record through the junior year, counselor's and teachers' recommendations, and results of the Scholastic Aptitude Test and three Achievement Tests taken either in the junior year or December of the senior year, will be granted admission as early as November. It is anticipated that the majority of applicants will be considered by the Committee on Admissions at the regular April meeting at which time additional data consisting of the record for the first semester of the senior year and results of the College Board Scholastic Aptitude Test and three Achievement Tests taken in the Senior year will be on file.

For detailed information concerning the Early Decision Admission Plan write to the Director of Admissions.

The Admissions office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday; on Saturday, from 9:00 a.m. to 12 noon. Prospective students and their families are cordially invited to visit the college. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with the Director of Admissions.* This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal Arts Courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form to be secured from the Director of Admissions, Chatham College.
2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham College, and indicating the major subject.
3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.
5. At the close of the semester when entrance is desired, have the college from which the student is transferring send:
 - (a) A final transcript of record.
 - (b) A statement of honorable dismissal.

POLICY CONCERNING NON-DEGREE STUDENTS

Mature applicants who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with a member of the Dean's staff.

If such a student already holds a degree or has completed some college work, she must submit a transcript of her record

and fulfill college requirements. If she does not hold a degree she must fulfill the entrance requirements of regularly enrolled Chatham students.

Non-degree students may carry a maximum of nine (9) academic hours each semester. A non-degree student must achieve a minimum 2.00 average for the first semester in order to be eligible to continue for a second semester.

A non-degree student may petition the college to become a regular student. If she is accepted, a year's work of not less than twelve hours a semester is required on senior level.

Academic Procedures

GRADES

The letters A,B,C,D,F, and E and I are used to designate the quality of performance. A shows distinguished performance; B indicates superior work; C specifies generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance did not fulfill minimum requirements of the course.

The grade of E indicates that a re-examination is to be permitted. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. Neither of these two grades may be given without the approval of the Registrar in consultation with the Dean. Failure to remove the grade of E or I by the end of the first six weeks of the following semester automatically results in failure in the course. (See "PROBATION," pages 101-102.)

ACADEMIC CREDIT

Courses are valued at $\frac{1}{2}$, 1, 2, 3, or 4 hours of academic credit, as stated in the catalog description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which involve laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation constitute an average academic load. Although the normal program is considered to be 17 credits, students with a B average, 3.00, in the preceding semester and a 2.5 cumulative average may carry 18.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit.

ACADEMIC STANDING

Academic standing refers to the quality of work completed. A student's cumulative average is obtained by dividing the sum of all quality points by the sum of all credits carried. The progress of each student is reviewed by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar makes a report of grades and credit hours earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, upon the completion of the first seven weeks of the first semester, a report of grades earned is sent to each student; duplicates of these latter reports are sent to the parents or guardians of freshmen only.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

FINAL EXAMINATIONS

Unexcused absence from an examination is counted as failure in the examination. Absence from an examination is excused only for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations in the spring or in the fall. The fee for a late examination is five dollars (\$5.00) per course.

COURSE REGISTRATION

Election of courses for the following year is scheduled for the middle of April. Courses may be entered through the first two weeks of any semester on recommendation of the faculty advisor and the individual instructor concerned; no course may be entered after this time. Courses may be dropped through the first six weeks of each semester without incurring an academic penalty, with the exception of seven and one-half week physical education courses. These must be dropped by the end of the third week of classes. If a course is dropped after the time indicated above, unless the reason is illness, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the Dean's Office. Requests for exception may be filed by the student with the Registrar. In cases of serious illness or other emergency, the student must consult with the Dean.

SUMMER STUDY

A student wishing to receive credit for summer study must secure in advance of study the approval of the Committee on Academic Standing of both the course work undertaken and the institution where it will be taken. Application for ap-

proval should be made to the Registrar preferably in early May, not later than June 1. Six semester or nine quarter hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Sophomores are permitted to apply for admission to one of the various junior year abroad programs. Applicants must have a superior academic record and must give evidence of strong preparation in the language of the country concerned. Students interested in this program should consult the Dean.

SEMESTER IN WASHINGTON

Students with a strong background in political science, a B or better average, and proved ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. The Washington program enables superior junior students to meet the nation's political and governmental leaders, to see the scope of lawmaking operations and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

TRANSCRIPTS

Graduates and students in good standing who withdraw before graduation are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean when a student withdraws voluntarily from college. The official date of withdrawal is the date on which the authorization of withdrawal is received.

DISMISSALS

The college reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or whose continuance in college would be detrimental to her health or to the health of others or whose conduct is not satisfactory. Students of the latter group may be asked to withdraw even though no specific charge may be made against them.

PROBATION

Probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The college believes that students on probation should realize that their level of achievement is inadequate or in danger of failing to meet college graduation requirements. With proper application of time, energy, and abilities, students may improve their academic status. The following stipulation, therefore, has been established to provide a framework within which more time and emphasis may be given to academic work: students may not take any major part in extracurricular activities during the period of probation. This includes major offices, play roles, or special activity projects of any kind, and participation in many time-consuming activities.

The Committee on Academic Standing may place a stu-

dent on academic probation at any time during the year. A student may be removed from probationary status at the discretion of the Committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study is four years. All students must be in residence, carrying at least 12 credit hours each semester, for the senior year.

Financial Procedures

CHARGES AND EXPENSES

Since the college catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1960-61.

F E E S

Application for admission\$ 10.00

In cases in which a student is carrying six hours or less, the application fee is \$5.00. The application fee is not refundable (see page 94) and is not credited on any college bill.

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition, Board and Room* ...\$2250.00

Student Activities Fee 40.00

\$2290.00

PAYABLE:

Upon acceptance\$ 100.00

On or before opening of college in September 1190.00

On or before January 15 1000.00

\$2290.00

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music (see departmental fees, page 104) and such penalty charges as the \$5 late registration fee, special examination fees, and excess breakage in laboratory courses.

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition	\$1200.00
(see footnote preceding page)	
Student Activities Fee	40.00
	<hr/>
	\$1240.00

PAYABLE:

Upon acceptance	\$ 100.00
On or before opening of the college in September	615.00
On or before January 15	525.00
	<hr/>
	\$1240.00

Non-degree students will be charged at the rate of \$40.00 for each semester hour scheduled.

The advance payment of \$100.00 for returning non-resident students must be paid by June 15. An advance payment of \$25.00 for returning resident students must be paid by April 15, and an additional \$75.00 by June 15. These advance payments ordinarily are not refundable.

The Student Activities fee has been established by the Student Government Association and entitles each student to a copy of the yearbook and the literary magazine, admittance to the Christmas prom, the Junior prom, college plays and concerts. It covers the Student Government Association membership fee and that of the Athletic Association. It also includes the \$3.50 subscription fee for the student paper *The Arrow*.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week	\$90.00
One half-hour lesson per week	\$45.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department. For students majoring in music, up to 10 hours of instruction will be given at no extra cost. Over ten hours will be given at the above rates.

MEDICAL EXPENSES

The student must make her own arrangements for health and accident insurance. The college has planned for such a program with the Continental Casualty Company. The program is so comprehensive that it has the college's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent by the student.

Fees: \$20 for the academic year

\$26.70 for twelve months

Provision for seven days of infirmary rest and care are included in the student's tuition. For additional days in the infirmary, there is a charge of \$2.50 a day. A charge is made for medicine if a special prescription is required. The College Physician charges the student for his services and the college bills the student. See Health Services, page 145.

CARE OF PROPERTY

Damage to, or loss of, college property will be charged to the student who is responsible.

A student will be expected to keep her room with a reasonable degree of respectability and cleanliness. In case this is not done, and after the student has been duly warned, the college will assign a maintenance person to clean her room and will make a charge of \$5.00.

EXAMINATION FEES

A student who fails to take an examination at the regularly scheduled time, and this refers to any kind of examina-

tion that the College requires, must pay a late examination fee of \$5.00.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the college. Students may not receive grades and credits until all financial obligations pertaining to that semester have been met in full.

A student may be graduated, receive honorable dismissal, semester grades or a transcript of her college work only after all accounts with the college have been settled.

Charges for students entering college the second semester will be one-half the stated rates for the college year. In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Textbooks and students' supplies may be purchased in the book store.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through the Peoples First National Bank and Trust Company, Mellon National Bank and Trust Company, or the Insured Tuition Payment Plan.

Information concerning these programs is available upon request to Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or other acceptable reasons.

The date of withdrawal is the date on which the Dean is informed of the fact, in writing, by the parent or guardian.

FINANCIAL AID

Financial aid is available to deserving students. The criteria used to determine eligibility for assistance are the following: 1. financial need; 2. academic standing; 3. good work performance; 4. contribution to the community. Financial aid is awarded from \$100 to \$1200 per year.

Four kinds of financial aid are offered to students with real and established need: 1. academic scholarship; 2. grant-in-aid; 3. service scholarship; 4. loan. An academic scholarship or a grant-in-aid is awarded in conjunction with a service scholarship. An academic scholarship is a college award available to students with high academic achievement. A grant-in-aid is available to students who lack the scholastic average necessary for an academic scholarship. It is also an award, although it differs from an academic scholarship in that the maximum amount awarded is less. A service scholarship entails work responsibilities on campus, and ranges from \$165 to \$330 per year. The amount of assigned work time varies from six to twelve hours per week. Loans are available to students whose requests for financial assistance cannot be completely met by other forms of aid.

Loans are available from two funds: the National Defense Student Loan Fund and the Chatham College Loan Fund. In the National Defense program, repayment of the

loan begins one year after the borrower ceases to be a full-time student and must be completed within ten years thereafter. Interest accrues at the rate of three per cent per year, effective one year after the borrower ceases to be a full-time student. In the event the borrower becomes a full-time teacher in a public elementary or secondary school, her loan plus interest is canceled at the rate of 10% a year up to five years. The Chatham Loan program subscribes to the same criteria with the exception that repayment and interest begin when the borrower ceases to be a full-time student at Chatham, repayment must be completed within three years, and there is no cancellation for teachers. Regular payments are made to the college Bursar. A schedule of payments should be arranged with the college Bursar before the borrower terminates her attendance at Chatham College.

Freshmen may borrow up to \$300; sophomores, up to \$400; juniors and seniors, up to \$1000.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, the results of the College Entrance Examination Board tests, secondary school record, and personal qualifications. Freshmen applicants for financial aid should complete admission and scholarship forms and return them with a \$10 application and photograph to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply each year for all financial aid. All financial aid awards are reviewed each year upon reapplication by the student and are renewed if her financial

need is the same, if she maintains the required academic average, and if she has fulfilled her service scholarship responsibilities. Applications for sophomores, juniors, and seniors are obtained from the secretary of the Financial Aid Committee in January of each year.

A number of endowed scholarships and scholarships contributed by individuals and groups (see name scholarships) are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

NAME SCHOLARSHIPS

The following scholarships are awarded to upperclassmen subject to the approval of the Committee on Financial Aid.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, President of the College from 1878 to 1894.

THE MARY HAWES NEVIN SCHOLARSHIP fulfills a wish expressed by the late Mary Hawes Nevin, an alumna of the class of 1896, for a yearly scholarship bearing her name.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the college from 1887 to 1906.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the college from 1901 to 1921.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of Chatham College in the class of 1913.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for a scholarship each year.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the Foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE MITCHELL SCHOLARSHIP was established in 1948 and maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is to be used for a scholarship in music.

THE MARY ACHESON SPENCER SCHOLARSHIP, established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by the Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

ALUMNAE SCHOLARSHIPS are awarded yearly. They are based upon scholarly potential and need. They are made possible by a \$100,000 endowment fund contributed by alumnae and established in 1958. From time to time additional funds for Alumnae Scholarships are made available by the Association or by one or another of the Alumnae Clubs.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

THE DOROTHY B. NEWELL SCHOLARSHIP, established in 1958, provides a total of \$1,000 each year for one or more deserving students, preference to be given to students from Warren, Pennsylvania.

SPECIAL CRITERIA SCHOLARSHIPS

The following scholarships are awarded and available to qualified students in all or designated classes.

THE STUDENT GOVERNMENT ASSOCIATION SERVICE SCHOLARSHIP is awarded each year by the S. G. A. to the student who has maintained a high scholastic rank and who has made a contribution of worth to college life. This scholarship was established as a memorial to the late Cora Helen Coolidge, president of the college from 1906 to 1917.

THE BUREAU OF REHABILITATION OF THE COMMONWEALTH OF PENNSYLVANIA awards aid to disabled students. The extent of the assistance is dependent upon the severity of physical disability, financial need and academic standing. The college recommends candidates to the Counselor of the Bureau.

The PITTSBURGH KINDERGARTEN ASSOCIATION SCHOLARSHIP is awarded each year to a high-ranking member of the junior or senior class majoring in kindergarten education who shows promise in the field of education.

THE WOODS HOLE MARINE BIOLOGICAL LABORATORY SCHOLARSHIP is awarded to a biology major who has done outstanding work. The scholarship covers the annual summer tuition to the Marine Biological Laboratory at Woods Hole, Massachusetts.

BUHL FOUNDATION SCHOLARSHIPS are available to day students in Allegheny County. Candidates must have taken the tests given by the Exceptionally Able Youth Committee of the Civic Club and have placed in the award group.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshmen applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the college and must enroll as a commuting student.

ANNUAL AWARDS

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN AWARD is an annual gift membership to the AAUW of one year duration. The award, given by the Pennsylvania Division of AAUW, is bestowed on an outstanding senior from Pennsylvania.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925. The recipient is a member of the senior class noted for her outstanding contributions and unselfish devotion to the college and to college activities throughout her college course.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, '36, who died while a junior at Chatham College.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in Drama and Speech.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sara Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE AIKEN ART AWARD is given each year for the most meritorious work in the student art exhibit.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is presented to a senior with high academic achievement who has shown outstanding interest in and service to the college and the community.

THE MINOR BIRD AWARDS are presented to the contributors of the best prose and the best poetry for the current edition of the Chatham College literary magazine, *The Minor Bird*.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made each year to a member of the junior class of outstanding rank who has made a real contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music. The recipient is chosen by the Chatham Music Department.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, Class of 1955, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

SPECIAL FUNDS

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis of the Class of 1875. The income from this fund is used for the purchase of books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the College in 1932 through the will of the late Cora Helen Coolidge, former President of the College. The income from this fund is to supply books for the Library.

THE HELEN IRWIN AND JAMES E. MAC CLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey of the Class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, an alumna of the Class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948. The income of the fund is to be used to enhance the educational and spiritual life of the college. It may bring visiting lecturers to the campus, facilitate faculty leaves, support new developments in personnel practices or provide for other needs to increase the effectiveness of the college's program.

THE CLASS OF 1956 FUND was established in June, 1956, to provide income for additional books in the library.

THE CLASS OF 1957 FUND was established in June, 1957, to provide income for additional books in the library.

Chatham College

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks who served as Dean from 1922 to 1952 and as Acting President from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the college to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the college through the effective use of outstanding people with varied backgrounds and interests.

THE MARY E. RIECK FUND, established in 1957, is for the purpose of increasing the library collection.

THE HELEN B. RAUH FUND, established in 1957, provides funds yearly for library acquisitions.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the Trustees of the Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

THE WHERRETT ENDOWMENT FUND was established by the Pittsburgh Foundation in 1957 for the furtherance of artistic appreciation at Chatham College and in Pittsburgh. As long as is feasible the income shall go for an exhibit program open to the public.

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of the Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE MR. AND MRS. WM. G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is for the purpose of providing scholarship aid for deserving students.

THE ETHEL W. KEISTER MUSIC FUND, established in 1957, for the support of worthy projects in the field of music.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE IRENE HEINZ GIVEN PROFESSORSHIP, established in 1958 with funds provided by the Irene Heinz Given and John La Porte Given Foundation, Inc., is a professorship awarded to a superior person in a major field of study. It may be used in any field for one or more years, the purposes being to strengthen the educational program of the college and to attract eminent teachers.



ORGANIZATION

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TERM EXPIRES 1961

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Administration

PAUL RUSSELL ANDERSON, A.B., Ph.D., LL.D., L.H.D. . . . *President*
Marguerite S. Clagett, Secretary

..... *Dean of the College*

Barbara Tener, Secretary
Constance Ainslie, Secretary to the Faculty

SUMNER C. HAYWARD, A.B., A.M., Ph.D. . . . *Secretary of the College*
Dolores M. Russo, Secretary

BURT E. ASHMAN, Ph.B. *Business Manager*

*GEORGE F. PARKER, A.B., B.D., A.M., Ph.D. *Chaplain*
Virginia Newman Hagmaier, Secretary

EARL W. MOREY, A.B., B.D., TH.D. *Acting Chaplain*

STUDENT PERSONNEL

HELEN WHITESIDE, A.B., B.S., A.M., Ed.D. *Dean of Students*
with rank of Associate Professor
Margaret Newmeyer, Secretary

AMELIA J. BOTSARIS, A.B., A.M. *Assistant Dean*
and Director, Dilworth Hall

KATHARINE WRAGG, A.B., *Director of Placement*
and Director, Fickes Hall

LEE MCGREGOR. *Social Director*
and Director, Mellon Hall

HARRIET H. KRAUS, A.B. *Director, Woodland Hall*

VIRGINIA FICHTEL, A.B. *Director, Beatty Hall*

JANIS S. GREENE, B.S., M.Ed. *Director, Gateway House*

EVALUATION SERVICES

LILY DETCHEN, A.B., A.M., Ph.D. . . . *Director of Evaluation Services*
Irene Lawlor, Secretary

REGISTRAR

AMELIA J. BOTSARIS, A.B., A.M. *Registrar*

VIRGINIA FICHTEL, A.B. *Assistant Registrar*

PUBLIC AND ALUMNAE RELATIONS

JOHN R. WILSON, JR., A.B., A.M. *Director of Public Relations*

JOAN T. CASALE, A.B. . . . *Assistant to the Director of Public Relations*
Marilyn Jean Stuart, Secretary

RUTH HUNTER SWISSELM, A.B. *Alumnae Secretary*

*On leave first semester 1959-60

ADMISSIONS

PEGGY DONALDSON, A.B.....*Director of Admissions*
NORA HARLAN, A.B.....*Director of Alumnae Relations*
EMYLN T. ROHLFFS, A.B.*Admissions Counselor*
INA SUSANNE QUAD, A.B.....*Admissions Counselor*
Doris G. Bierlein, Secretary
Levone Olander, Secretary

BUSINESS OPERATIONS

BURT E. ASHMAN, Ph.B.....*Business Manager*
Mary D. Strickko, Secretary
HANNA GUNDERMAN, A.B., M.Ed.....*Bursar*
Anna E. Weigand, Cashier
Florence E. Bayer, Bookkeeper
Sandra Birch, Secretary
THOMAS MALLOY.....*Superintendent of Maintenance*
JANIS S. GREENE, B.S., M.Ed.....*Director of Interior Decoration*
IRENE NEWLAND, B.S.....*Director of Dining Halls*
MARY LOUISE KELLY*Assistant Director of Dining Halls*
POLLY SANDER.....*Bookstore Manager*

LIBRARY

ARTHUR L. DAVIS, A.B., A.M., Ph.D.....*Librarian*
ANNE C. CATLIN, A.B., B.S. in L.S.....*Assistant Librarian*
CHRISTINE M. WALSH, A.B., M.L.S...*Assistant Librarian in charge*
of Circulation and Reference
NORMA L. HUTMAN, A.B., A.M.*Library Assistant*
Geneva Peterson, A.B., Clerical Assistant

HEALTH SERVICES

J. WATSON HARMEIER, B.S., M.S., M.D.*College Physician*
MARY LOUISE RIEFER, R.N.*Resident Nurse*
ELIZABETH PALAICH, R.N.*Resident Nurse*

AUDIO-VISUAL MATERIALS CENTER

FREDERIC D. ALDRICH, A.B., A.M. Ed.D.*Director of Audio-*
Visual Materials Center
VIVIANNE E. CUPPS*Assistant Director*
Dee Anshutz, Librarian
Edward Simon, Film Inspector

Faculty

- PAUL RUSSELL ANDERSON*President*
 A.B., Ohio Wesleyan University; Ph.D., Columbia University;
 LL.D., Ohio Wesleyan University; LL.D., University of Pitts-
 burgh; LL.D., Allegheny College; L.H.D., Elmira College.
-*Dean of the College*
- SUMNER C. HAYWARD.....*Secretary of the College*
 A.B. Oberlin College; M.A., Ph.D., Brown University.
- HELEN WHITESIDE*Dean of Students with rank of*
Associate Professor
 A.B., B.S., East Texas State Teachers College; A.M., West
 Texas State Teachers College; Ed.D., Columbia University.
- *GEORGE F. PARKER*Chaplain*
 A.B., Boston University; A.M., B.D., Yale University; Ph.D.,
 University of Pittsburgh.
- EARL W. MOREY (1959)*Acting Chaplain*
 A.B., Western Maryland College; Yale Divinity School; B.D.
 and TH.D., Princeton Theological Seminary.
- MARY HELEN MARKS, A.B., A.M., L.H.D.*Dean Emeritus*
- CARLL W. DOXSEE, A.B., A.M., Ph.D. ..*Emeritus Professor of English*
- VANDA E. KERST*Emeritus Professor of Speech*
- EFFIE L. WALKER, A.B., A.M. *Emeritus Assistant Professor of History*
- HELEN CALKINS, A.B., A.M., Ph.D.*Emeritus Professor of*
Mathematics
- LABERTA DYSART, A.B., M.A.*Emeritus Professor of History*
- HELENE WELKER, A.B.*Emeritus Associate Professor of Music*
- J. CUTLER ANDREWS (1947)*Professor of History*
 A.B., Ohio Wesleyan University; A.M., Ph.D., Harvard Uni-
 versity.
- STEPHEN BORSODY (1948)*Professor of History*
 Doctor of Juridical and Political Science, Charles University,
 Prague; University of Budapest.

Dates in parentheses indicate date of appointment

*On leave first semester 1959-60

The Organization

- ARTHUR L. DAVIS (1947) *Professor of German*
A.B., Ohio Wesleyan University; A.M., Ph.D., University of Wisconsin; University of Munich; University of Cologne; University of Michigan.
- FRANCES ELDREDGE (1953) *Professor of English*
A.B., Wellesley College; A.M., Tufts College; Ph.D., University of Chicago; Radcliffe College.
- *MABEL A. ELLIOTT (1947) *Professor of Sociology*
A.B., A.M., Ph.D., Northwestern University; Bryn Mawr College.
- PHYLLIS MARSCHALL FERGUSON (1943) *Professor of Drama*
A.B., Emerson College; A.M., Ph.D. University of Pittsburgh; Yale University; Columbia University.
- EDGAR M. FOLTIN (1949) *Professor of Psychology*
J. U. Dr., Dr. habil., University of Innsbruck; University of Munich.
- CHARLES LeCLAIR (1946) *Professor of Art*
Buhl Professor, 1959-60
B.S., M.S., University of Wisconsin; Columbus University; Academie Ranson.
- WILLIAM C. LEHMANN (1959) *Mary Helen Marks*
Visiting Professor (Sociology)
A.B., Lakeland College; B.D., M.A., Vanderbilt University; Ph.D., Columbia University.
- PHYLLIS COOK MARTIN (1935) *Professor of Biology*
B.S., M.S., University of Pittsburgh; Ph.D., University of Illinois.
- *ELIZABETH LEE VINCENT (1953) *Professor of Human Development*
A.B., A.M., University of Colorado; Ph.D., Columbia University.
- EARL K. WALLACE (1925) *Professor of Chemistry*
Given Professor
B.S., The Pennsylvania State University; A.M., Ph.D., Columbia University; Harvard University; University of Pennsylvania.
- *RUSSELL G. WICHMANN (1946) *Professor of Music*
Mus. B., Lawrence College; M.S.M., Union Theological Seminary School of Sacred Music, Eastman School of Music. Student of LaVahn Maesch, Clarence Dickinson, Marcel Dupré.
- ROBERT L. ZETLER (1945) *Professor of English*
A.B., Ph.D., University of Pittsburgh.

*On leave 1959-60

- FREDERIC DE LONG ALDRICH (1957) *Associate Professor of Education*
A.B., Willamette University; University of Oregon; A.M.,
Ed.D., Western Reserve University.
- WILLARD E. ARNETT (1957) *Associate Professor of Philosophy*
A.B., Berea College; A.M., Ph.D., Columbia University.
- RUDOLPH CARDONA (1956) *Associate Professor of Spanish*
Universidad Nacional de Costa Rica; University of California
at Los Angeles; A.B., Louisiana State University; Ph.D.,
University of Washington.
- LILY DETCHEN (1948) *Associate Professor*
A.B., A.M., University of Louisville; Ph.D., University of
Chicago.
- MILDRED THORNE EVANSON (1945) *Associate Professor of Drama*
A.B., A.M., University of Wisconsin.
- MARGARET K. HILL (1955) *Associate Professor of Education*
B.S., Concord College; M.Ed., Ph.D., Boston University.
- WILLIAM J. KEEFE (1952) *Associate Professor of Political Science*
B.S., Illinois State Normal University; A.M., Wayne University;
Ph.D., Northwestern University.
- CHANNING LIEM (1949) *Associate Professor of Political Science*
Union Christian College, Pyong Yang, Korea; B.S., Lafayette
College; A.M., Ph.D., Princeton University.
- JAMES C. McLAREN (1956) *Associate Professor of French*
A.B., A.M., Dalhousie University; University of Paris; Ph.D.,
Columbia University.
- NATALIE BARISH (1954) *Assistant Professor of Biology*
A.B., Goucher College; A.M., Indiana University; Ph.D., Ohio
State University; Columbia University.
- WILLIAM A. BECK (1958) *Assistant Professor of Mathematics*
B.S., Case Institute of Technology; M.S., Ph.D., Purdue Uni-
versity.
- PATIENCE TANTON BLAYDEN (1953) *Assistant Professor of Physical Education*
B.S., Boston University; M.Ed., University of Pittsburgh.
- JOHN W. CUMMINS (1954) *Assistant Professor of English*
A.B., A.M., Ohio Wesleyan University; University of North
Carolina; University of Pennsylvania.

- ANN FREEMAN (1958) *Assistant Professor of History*
A.B., Wellesley College; A.M., Ph.D., Radcliffe College ; the
American Academy, Rome.
- FRANK A HAYES (1957) *Assistant Professor of Philosophy*
DePaul University; A.B., A.M., Stanford University; University
of California; Ph.D., Indiana University.
- JOHN KOEHLER, JR. (1959) *Assistant Professor of Psychology*
A.B., Carleton College; University of Chicago; Ph.D., Tulane
University.
- H. CHESTER MARKLE, JR. (1954) .. *Assistant Professor of Chemistry*
B.S., Franklin and Marshall College; A.M., Ph.D., Carnegie
Institute of Technology.
- *MARY A McGUIRE (1956) *Assistant Professor of English*
A.B., University of Maine; A.M., Columbia University; Oxford
University.
- ALBERT JOHN OSSMAN, JR. (1957) *Assistant Professor of*
Economics and Political Science
A.B., A.M., Syracuse University.
- OLGA W. RUSSELL (1956) *Assistant Professor of French*
A.B., Connecticut College; Diplôme d'Etudes Francaises, Uni-
versité de Poitiers; Diplôme, Degré Supérieur, Université de
Paris; Middlebury College; A.M., University of California; Bos-
ton University; A.M., Ph.D., Radcliff College.
- DAVID LOEFFLER SMITH (1955) *Assistant Professor of Art*
A.B., Bard College; A.M., Cranbrook Academy of Art; Ameri-
can Art School.
- CLIFFORD OLIVER TAYLOR, JR. (1951) *Assistant Professor*
of Music
B.F.A., Carnegie Institute of Technology; A.M., Harvard Uni-
versity.
- MARGARET R. TRAMMELL (1956) *Assistant Professor*
of Chemistry
Texas State College for Women; University of Colorado; B.S.,
M.S., A.M., North Texas State College; M.S., Ph.D., Carnegie
Institute of Technology.
- MARGUERITE VER KRUZEN (1956) *Assistant Professor of*
Physical Education
A.B., Barnard College; M.S., Wellesley College; New York
University.

*On leave 1959-60

Chatham College

- JEROME S. WENNEKER (1946) *Assistant Professor of Drama*
A.B., University of Missouri; M.F.A., Yale University; University of Pittsburgh.
- JEANNE H. BEAMAN (1957) *Lecturer in the Dance*
A.B., University of California at Berkeley; Bennington College; A.M., Mills College.
- JAMES W. EVANS (1959) *Lecturer in Music and Acting Organist*
A.B., College of Wooster; M.S.M., D.S.M., Union Theological Seminary.
- KATHERINE GEORGE (1957) *Lecturer in Sociology*
A.B., Ph.D., University of California.
- JANIS S. GREENE (1944) *Lecturer in Family Living*
B.S., Ohio University; M.Ed., University of Pittsburgh.
- JOOST KIEWIET de JONGE (1957) *Lecturer in Astronomy*
Ph.D., Harvard University.
- FRANK M. LACKNER (1959) *Lecturer in Psychology*
B.S., University of Pittsburgh; M.A., Ohio State University; Ph.D., University of Pittsburgh.
- JOSEF MACEK (1957) *Lecturer in Economics*
Doctor Juris, Charles' University of Prague; University of Berlin.
- WILLIAM SCOTT MORTON (1959) *Lecturer in Religion*
B.A., Clare College, Cambridge University; B.D., New College, Edinburgh University; Marburg University, Germany; College of Chinese Studies, Peking; School of Japanese Language and Culture, Tokyo.
- ELFA PORTER (1956) *Lecturer in Education*
A.B., Iowa State Teachers College; A.M., State University of Iowa; University of Pittsburgh; Columbia University.
- MIHAIL STOLAREVSKY (1948) *Lecturer in Music*
B.S., Technical University, Coethen, Germany; A.M., Imperial Conservatory, Kiev, Russia; University of Cincinnati; Student of Carl Flesch and Michael Press.
- HELEN S. WEINBERG (1958) *Lecturer in Secretarial Studies*
A.B., University of Pittsburgh.
- JERRY L. CAPLAN (1959) *Instructor in Art*
B.F.A., M.F.A., Carnegie Institute of Technology; University of North Carolina; Student of Louis Bouche, Morris Kantor, John Corbino, Byron Browne, John Hovannes.

The Organization

- BENJAMIN H. GRIFFITH (1957)*Instructor in History*
A.B., Bethany College; A.M., University of Rochester; University of Pittsburgh.
- NORMA L. HUTMAN (1957)*Instructor in Spanish*
A.B., D'Youville College; A.M., Western Reserve University.
- RUTH L. M. KUSCHMIERZ (1957) ..*Instructor in German and Latin*
A.B., Erlangen; M.A., University of Pittsburgh; Würzburg.
- CALVIN W. LANE (1956)*Instructor in English*
A.B., Amherst College; Williams College; A.M., Ph.D., University of Michigan; Harvard University.
- LORENZO MALFATTI (1956)*Instructor in Music*
Graduate, Juilliard School of Music; Cherubini Conservatory, Florence; Chigiana Musical Academy, Siena; St. Cecilia Conservatory, Rome; St. Cecilia Academy, Rome; Student of Mack Harrell, Rachele Maragliano Mori, Virgilio Mortari.
- CAROL RUECKEL (1959)*Instructor in English*
B.S., Marquette University; Georgetown University; M.A., University of Chicago.
- ROBERT D. SCHICK (1959)*Instructor in Music*
Yale University School of Music; Juilliard School of Music; A.B., Swarthmore College; A.M., Columbia University; Eastman School of Music.

DIVISIONAL CHAIRMEN 1959-60

Science	Mr. Wallace
Social Relationships	Mr. Andrews
Humanities	Mr. Davis

DEPARTMENTAL CHAIRMEN 1959-60

Art	Mr. LeClair
Biology	Mrs. Martin
Chemistry	Mr. Wallace
Drama	Mrs. Ferguson
Economics	Mr. Ossman
Education	Mr. Aldrich
English	Miss Eldredge
History	Mr. Andrews
Mathematics	Mr. Beck
Modern Languages	Mr. McLaren
Music	Mr. Taylor
Philosophy and Religion	Mr. Arnett
Physical Education	Mrs. Blayden
Political Science	Mr. Keefe
Psychology	Mr. Foltin
Sociology	Mr. Lehmann

COURSE CHAIRMEN 1959-60

Arts	Mr. LeClair
English Composition	Mr. Zetler
History of Western Civilization	Mr. Borsody
Human Development and Behavior	Mrs. Martin
Modern Society	Mr. Keefe
Natural Science B2	Miss Barish and Mr. Hayes
Philosophy of Life	Mr. Arnett
Effective Speech	Mrs. Ferguson
World Issues	Mr. Liem

STANDING COMMITTEES 1959-60

ACADEMIC STANDING

Miss Detchen (Chairman), Mrs. Blayden, Miss Botsaris, Mr. Cardona, Miss Donaldson, Mrs. Ferguson, Mrs. Martin, Mr. Lane, Dean Whiteside, Miss Wragg

ADMISSIONS AND FINANCIAL AID

Miss Donaldson (Chairman), Miss Botsaris, Mr. Davis, Miss Detchen, Mr. Wallace, Dean Whiteside

ASSEMBLY BOARD

Mr. Cardona, Mrs. Hill, Miss Ver Kruzen, plus students

CURRICULUM

The President (Chairman), Mr. Cummins (1960), Mr. Liem (1960), Mr. McLaren (1960), Mr. Arnett (1961), Mrs. Martin (1961), Miss Trammell (1961), Mr. Aldrich (1962), Mrs. Evanson (1962), Mr. Ossman (1962)

LIBRARY

Mr. Davis (Chairman), Miss Barish, Mr. Cummins, Miss Freeman, Mr. Hayes, Mr. Smith

PRESIDENT'S ADVISORY

Mr. Andrews (1960), Mr. Wallace (1960), Miss Eldredge (1961), Mr. Keefe (1961); alternates, Mr. Davis (1960), Mr. Taylor (1960)

PUBLIC OCCASIONS

Mr. Hayward (Chairman), Mr. Ashman, Mr. Taylor, Mr. Weneker, Mr. Wilson.

RELIGIOUS LIFE

Mr. Morey (Chairman), Mr. Arnett, Mr. Evans, Mr. Liem, Mr. Morton, Mrs. Russell

TENURE

The President, Mr. Borsody (1960), Mr. Foltin (1960), Mr. LeClair (1960), Miss Eldredge (1961), Mr. Andrews (1961), Mr. Zetler (1961), Mrs. Ferguson (1962), Mrs. Martin (1962)

TUTORIAL

Mr. Davis (Chairman), Mr. Andrews, Mr. Beck, Miss Freeman, Mr. Wallace

ALUMNAE ASSOCIATION

The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the college through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Executive Secretary, gathers and publishes information regarding graduates and former students of the college, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The Alumnae Association budget is underwritten by the college. All monies raised through the annual giving program are given to the college to provide scholarship aid for worthy students. Students receiving such aid are designated as Alumnae Scholars.

Several publications are sent to alumnae of the college—*The Alumnae Recorder*, which contains news of the college and its graduates, is a bi-annual publication; *The Alumnae Register*, which is issued at stated intervals, is the alumnae directory; *The Viewbook*, a pictorial magazine, is sent in conjunction with the Public Relations Department, as are certain bulletins which are published during the school year.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually

at the college in the spring. The purposes of the Council are to encourage loyal alumnae and to enlist their active interest in and support of their alma mater; to keep in close touch with the administration of the college and communicate to the Alumnae the progress and needs of the college; and to formulate policy as well as other recommendations to be presented at the Annual Alumnae Association meeting in June.

Two meetings of the entire Association are held each year, one in the fall and one in the spring. The Business Meeting and Class Reunions are on the Saturday preceding Commencement. The programs are educational and cultural, as well as social. The business sessions give members the opportunity actively to support the forwarding of plans and projects of the college. In communities where Chatham Alumnae Clubs are active, programs of educative and social interest are presented.

Alumnae Representatives, appointed by the college are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the college, to act as good-will emissaries, and to aid the college in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

OFFICERS

MARTHA ACKELSON SMITH	President
JANE VIEHMAN	First Vice-President
GERTRUDE RAY MANN	Second Vice-President
RUTH A. SUCCOP	Treasurer
MARTHA TORRENCE	Recording Secretary
MARGARET HEGGIE BRYSON	Corresponding Secretary
LOUISE GRAHAM BROWN	Alumnae Trustee
VIRGINIA RAY RANDALL	Alumnae Trustee
NORA LEWIS HARLAN	Alumnae Trustee
RUTH HUNTER SWISSELM	Executive Secretary

ALUMNAE CLUBS

SOUTHERN CALIFORNIA—Mrs. Thomas DeWard (Nancy Walker '55), 3162 Butterfield Avenue, LaVerne, California.

WASHINGTON D. C.—Lt. Col. Lois M. Sproul, 3040 Idaho Avenue, N.W., Washington, D.C.
Mrs. Edward Adelson (Lois Potts '54), 1336 Missouri Avenue, Apt. 111, Washington 11, D.C.

CHICAGO, ILLINOIS—Mrs. David T. Christie (Marian Lean '46), 345 Eaton Street, Northfield, Illinois.

BALTIMORE, MARYLAND—Miss Ann M. Morgan '50, 2939 N. Charles Street, Baltimore 18, Maryland.

BOSTON, MASSACHUSETTS—Mrs. Russel A. Berg (Shirley Campbell '37), 6 York Terrace, Melrose 76, Massachusetts.

BUFFALO, NEW YORK—Mrs. Marne A. Dubs (Carla Gregson x'45), 171 Doncaster Road, Kenmore 17, New York.

WESTCHESTER COUNTY, NEW YORK—Miss Jane Linton '49, 11 Columbia Avenue, Hartsdale, New York.

CLEVELAND, OHIO—Mrs. Fred Kidder (Audrey Heston '46) 17719 Scottsdale Boulevard, Shaker Heights, Ohio.

COLUMBUS, OHIO—Mrs. Bromley Blackshaw (Phyllis Tross x'43), 930 Vernon Road, Columbus 9, Ohio.

YOUNGSTOWN, OHIO—Mrs. William Musselman (Betty Monroe '44), 160 Griswold Drive, Youngstown 12, Ohio.

GREENSBURG, PENNSYLVANIA—Mrs. William Smith (Joan Hebrank '52), R.D. 7, Box 206, Greensburg, Pennsylvania.

PHILADELPHIA, PENNSYLVANIA—Mrs. Thomas G. Chew (Jessie Gilbert '48), 401 Drew Avenue, Swarthmore, Pennsylvania.

HOUSTON, TEXAS—Mrs. John H. Chiles (Marie Cohn '48), 5407 San Jacinto, Houston, Texas.

PITTSBURGH REGIONAL GROUPS

DORMONT-MT. LEBANON—Mrs. John E. Yingling (Peggy Suppes '43), 2524 Guston Hall Drive, Bridgeville, Pennsylvania.

DOWNTOWN—Miss Helen Ryman '24, 50 Academy Avenue, Pittsburgh 28, Pennsylvania.

Miss Shirley Kerchner '51, 408 Franklin Avenue, Pittsburgh 21, Pennsylvania.

Miss Gretchen Donaldson '53, 4705 Fifth Avenue, Pittsburgh 13, Pennsylvania.

EAST BOROUGH—Miss Harriet Hoffman '46, 321 Whitney Avenue, Pittsburgh 21, Pennsylvania.

NORTH SUBURBAN—Mrs. Donald Leeper (Viola Swenson '32) Box 221, R. D. 3, Gibsonia, Pennsylvania.

Mrs. Paul Storer (Margaret Eichleay '35), 295 Pasadena Drive, South, Pittsburgh 15, Pennsylvania.

PENN HILLS—Mrs. Robert E. O'Donnell (Naomi Layman x'50), 6858 Alcoma Drive, Pittsburgh 35, Pennsylvania.

SOUTH HILLS—Mrs. Nicholas A. Beldecos (Evangeline Seitanakis '52), 1320 Portview Circle, Pittsburgh 27, Pennsylvania.

ALUMNAE REPRESENTATIVES

FOR 1959-60

CALIFORNIA—Miss Alice M. Kells '47, 1234 Jones Street, San Francisco, California

Mrs. W. R. Buttyan (Dorothy Dath '51), 440 E. Florence Avenue, West Covina, California

CONNECTICUT—Mrs. Warren Anderson (Mary Kay Fletcher '49) 45 Moorland Road, Trumbull, Connecticut

DELAWARE—Mrs. Robert A. Miller (Else Greger '47), 1205 Faun Road, Graylyn Crest, Wilmington 3, Delaware

The Organization

- ILLINOIS—Mrs. Thomas P. Anderson (Elaine Fitzwilson '41), 1183
Scott Avenue, Winnetka, Illinois
Mrs. T. F. Mayer (Lynn Hughes x59), 921 Hinman Avenue,
Evanston, Illinois
- KANSAS—Mrs. Edward C. Adams (Julia Lustenberger '28), 3115
Shadow Lane, Topeka, Kansas
- KENTUCKY—Mrs. John B. Uhl (D. Jeanne DeHaven '44), 2911
Cambridge, Louisville 5, Kentucky
- MARYLAND—Mrs. William Dixon (Helen Starkey '39), 7527 Club
Road, Towson, Maryland
- MASSACHUSETTS—Mrs. Ferdinand Arens (Margaret Port '28), 14
Chatham Circle, Wellesley Hills 81, Massachusetts
Mrs. D. J. Bailey (Margaret Matheny '42), 53 Kingswood Road,
Auburndale 66, Massachusetts
- MICHIGAN—Mrs. Thomas H. Claypoole (Pat Miles '55), 14248 Dale,
Detroit 23, Michigan
Mrs. P. Ralph Helm, Jr. (Robertta Hanson '49), 7330 Jackson
Park Drive, Birmingham, Michigan
Mrs. Charles F. Trapp (Carrie Kinzer '40), 1003 Bedford Road,
Grosse Pointe 30, Michigan
- MISSOURI—Elizabeth M. Backes '57, 9040 Monmouth Drive, Rich-
mond Heights 17, Missouri
- NEW JERSEY—Mrs. Robert W. Haase (Louise Hamilton '24), 630
Raymond Street, Westfield, New Jersey
- NEW YORK—Mrs. Ray L. Beede (Patricia O'Keefe '51), Charlton
Road, R. D. #1, Ballston Lake, New York
Mrs. Cameron Brown (Katrina Utne '36), Spring Valley Road,
Ossining, New York
Mrs. Robert L. Dieffenbacher (Ruth Lenon '29), 35 Concord Road,
Port Washington, New York
Mrs. Benjamin R. Harriman (Mary-Stuart Clements '36), 85 Dan-
bury Circle, North, Rochester 18, New York

Chatham College

Mrs. Donald L. Houck (Carol Lenz '48), 215 Mt. Vernon Road,
Snyder 26, New York

Mrs. J. Barrie Graham, III (Margaret Christy '40), 44 Windover,
Hamburg, New York

Mrs. H. Kaye Kerr (Ruth File '40), 102 Kline Street, Syracuse,
New York

Mrs. N. William Wagar, II (Cynthia Fortanier '53), 546 Glen
Street, Glens Falls, New York

OHIO—Mrs. Gaylord B. Barnes (Margaret Ann McKee '46), 1537
Mars Ave. Lakewood, Ohio

Mrs. LeRoy D. Hall (Nancy Herdt '45), 5667 Belmont Avenue,
Cincinnati 24, Ohio

Mrs. Michael McCally (Jeanne McIlraith '57), 2110 Cornell Road,
Cleveland 6, Ohio

Mrs. William S. McClenahan (Mary Louise Weber '39), 5685
Lytle Road, Cleveland 22, Ohio

Mrs. Raymond D. Otto (Sheila Stevens '57), 4811 Overland Pkwy.,
Toledo, Ohio

Mrs. Frederick G. Taylor (Joan Evans '55), 1215 Sunbury Road,
Columbus 19, Ohio

Miss Joanne Hammonds '56, 1501 Cascade Drive, Youngstown, Ohio

OREGON—Mrs. W. G. Rohlfs (Emelyn Taylor '27), 252 Berwick
Road, Oswego, Oregon

PENNSYLVANIA—Mrs. Charles C. Bradley (Patsy Speers '45), 1004
Wilde Avenue, Drexel Hill, Pennsylvania

Mrs. Arthur van Norden Brooks (Leslie Wells '59), 901 South 49th
Street, Philadelphia 43, Pennsylvania

Mrs. John H. Davidson (Estous Lee x'33), 409 East Chestnut Street,
Washington, Pennsylvania

Mrs. W. G. Ender (Caroline Hesse '35), 2428 Hansam Court,
Bethlehem, Pennsylvania

Mrs. Raymond Fels (Mary McGreary '49), 241 West Eighth Street
Erie, Pennsylvania

Mrs. Gerald Fleming (Mary Louise Egan '46), 97 Carol Street,
New Cumberland, Pennsylvania

The Organization

Mrs. John O. Freeman (Bobby Shatto '54), 901 Lawrence Avenue,
Ellwood City, Pennsylvania

Mrs. Rowland K. Leonard (Mary Jane Kerr '39), 4 Wyomissing
Hills Boulevard, Reading P. O., Pennsylvania

Mrs. B. Elkins Longwell, Jr. (Elsie McCreery '31), 334 Gardner
Street, Johnstown, Pennsylvania

Mrs. John W. Smith (Corinne Trout '48), Lincoln Heights,
Jeanette, Pennsylvania

Mrs. James W. Titelman (Barbara Maloy '54), Upper Brush Moun-
tain Road, Hollidaysburg, Pennsylvania

TEXAS—Mrs. Roy W. Walters, 4730 Lemmon Avenue, Apartment 59,
Dallas 19, Texas

VIRGINIA—Mrs. Norman P. Reichley (Ruth Berkey '34), 5806 Little
Falls Road, Arlington 7, Virginia

WEST VIRGINIA—Mrs. James B. Ketchum (Ira Davisson '52), 4
Gross Cup Road, Charleston 4, West Virginia

Mrs. S. Joseph Birshtein (Bessie Rosen '28), 363 Lee Avenue,
Clarksburg, West Virginia

WISCONSIN—Mrs. Alden E. Lundquist (Harriet Ossman '32), 8230
North Santa Monica Blvd., Milwaukee 17, Wisconsin



GENERAL COLLEGE INFORMATION

Correspondence Directory

Correspondence regarding the general interests of the College should be addressed to the President of the College.

Inquiries regarding the academic work of students, their withdrawal, scholarships and loan funds should be addressed to the Dean of the College.

Requests for catalogues, inquiries regarding admission to the College and the reservation of rooms in the residence halls should be addressed to the Director of Admissions.

Correspondence relating to business matters should be addressed to the Business Manager.

Payment of college fees should be sent to the Bursar. Checks should be made payable to Chatham College.

Correspondence relating to the publicity of the College should be addressed to the Director of Public Relations.

Requests for transcripts of records should be addressed to the Registrar.

Correspondence relating to the alumnae of the College should be addressed to the Secretary of the Alumnae Association.

Those wishing to get in touch with an Alumnae Representative living near their home should consult pages 134-137.

College Calendar

ACADEMIC YEAR 1959-1960

Freshman Orientation	Sunday, September 13
Registration for Upperclassmen	Thursday, September 17
Registration for Freshmen	Friday, September 18
Opening of 89th Academic Year....	8:30 a.m., Monday, September 21
Matriculation Exercises	Tuesday, September 22
Thanksgiving Holiday	2:20 p.m., Wednesday, November 25 through (November 26) 8:30 a.m., Monday, November 30
Christmas Vacation	2:20 p.m., Friday, December 18 through 8:30 a.m., Tuesday, January 5
Study Day	Thursday, January 21
First Semester Examinations	Friday, January 22 through Friday, January 29
Second Semester Begins	8:30 a.m., Wednesday, February 3
Spring Vacation	2:20 p.m., Wednesday, March 23 through (Easter—April 17) 8:30 a.m., Monday, April 4
Study Day	Friday, May 27
Second Semester Examinations	Saturday, May 28 through Saturday, June 4
Commencement	Monday, June 6

ACADEMIC CALENDAR FOR 1960-1961

Freshman Orientation	Sunday, September 11
Registration for Upperclassmen	Thursday, September 15
Registration for Freshmen	Friday, September 16
Opening of 90th Academic Year	8:30 a.m., Monday, September 19
Matriculation Exercises	Tuesday, September 20
Thanksgiving Holiday ...	2:20 p.m., Wednesday, November 23 through (November 24) 8:30 a.m., Monday, November 28
Christmas Vacation	2:20 p.m., Friday, December 16 through 8:30 a.m., Tuesday, January 3
Study Day	Thursday, January 19
First Semester Examinations	Friday, January 20 through Friday, January 27
Second Semester	8:30 a.m., Wednesday, February 1
Spring Vacation	2:20 p.m., Wednesday, March 29 through (Easter—April 2) 8:30 a.m., Monday, April 10
Study Day	Friday, May 26
Second Semester Examinations	Saturday, May 27 through Saturday, June 3
Commencement	Monday, June 5

Services and Auxiliary Activities

EVALUATION SERVICES

The Office of Evaluation Services is of inestimable worth in refining numerous aspects of the curriculum. It is important to state academic and general college objectives but it is equally important to have the proper instruments by which to measure relative achievement of those objectives. Through the services of this office, the entire college program is studied.

Important in the Chatham program are Exemption Examinations through which the student may establish the right to move on to advanced courses and the General Examination which is designed to help the student integrate her college experience in the senior year.

The Office of Evaluation Services also gathers faculty and student opinion on critical issues, helps to assess qualifications for admissions and for scholarship aid, and diagnoses individual needs and aptitudes.

AUDIO-VISUAL MATERIALS CENTER

The Audio-Visual Materials Center furnishes sound motion pictures to schools, colleges, and organizations throughout Pennsylvania and neighboring states. The Center has approximately 2,500 films, filmstrips, and slides which deal with biology, chemistry, English, geography, history, music, vocational guidance, and many other subjects. It also supplies recreational films for use in school assemblies, P.T.A.'s and clubs.

Films are available for use in classrooms on the campus and many members of the faculty use them as a regular part of their class instruction.

HEALTH SERVICE

The health of students is a vital concern to the college. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the College Physician, at the beginning of the college year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the College Physician, the resident nurse has charge of all cases of illness in the college, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The College Physician calls at the college at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care is available in Pittsburgh. The college infirmary had modern equipment and provides for isolation. See Medical Expenses—page 105.

PLACEMENT SERVICE

The college maintains a Placement Service which offers its services both to students and to alumnae. The Vocational Counselor works in conjunction with the Director of Placement in placing students in part-time and summer employment.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced

musical ability.

Training is based on simple laws of physiology and a scientific mental approach to give the student a clear picture of the problems of performance and a growing confidence through his increased knowledge and ease of accomplishment.

The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent musical educators under the direction of Mihail Stolarevsky.

A Summer Day Music Camp is conducted by the Laboratory School on the Chatham campus. Information concerning this training may be secured by writing to Mr. Mihail Stolarevsky, at the College.

HOW TO GET TO CHATHAM COLLEGE

The College is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately one hour from the airport. Students arriving by train from the East will do well to leave the train at the East Liberty station, which is near the College.

Driving to the College from the East, it is advisable to turn off the Pennsylvania Turnpike at the Pittsburgh interchange and follow Route 22 to the Penn-Lincoln Parkway. Continue on the Parkway to the Braddock Avenue interchange then follow Braddock Avenue to Forbes Street. Turn left on Forbes Street then turn right again off Forbes on to Beechwood Boulevard. Continue on the Boulevard to Fifth Avenue, turn left on Fifth, and the college entrance is approximately three blocks on the left.

When driving to the college from downtown Pittsburgh, the best route is out Bigelow Boulevard, down Baum Boulevard to Negley Avenue. Turn right on Negley and continue to Fifth Avenue. Turn left on Fifth and the college entrance is approximately three blocks on the right.

CHATHAM COLLEGE

LEGACIES

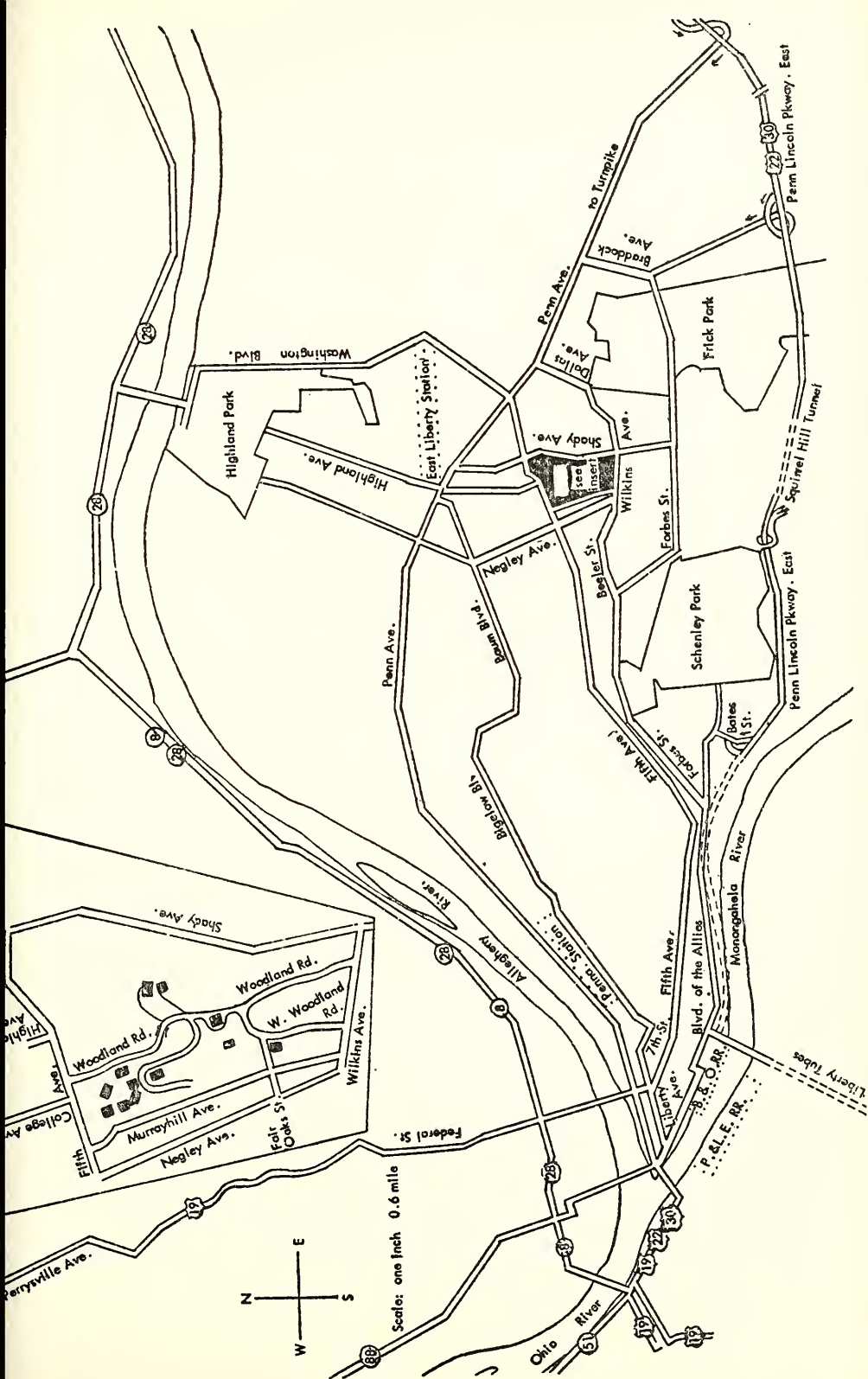
Former students and all friends of Chatham College who are interested in developing and encouraging an outstanding program of liberal arts are invited to consider the College in the disposition of their estates by will.

FORM OF GENERAL BEQUEST

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____

FORM OF BEQUEST FOR ADDITION TO ENDOWMENT

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____ to be added to the General Endowment Funds of the College.



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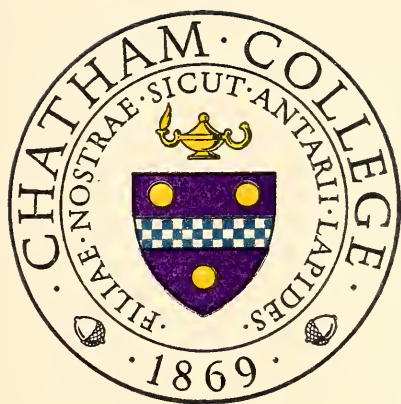
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Chatham College

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The first of these is the fact that the
 government has been unable to
 maintain a stable currency. This
 has led to a loss of confidence
 in the government and a
 consequent loss of support
 from the people. The second
 is the fact that the government
 has been unable to maintain
 a stable economy. This has
 led to a loss of confidence
 in the government and a
 consequent loss of support
 from the people. The third
 is the fact that the government
 has been unable to maintain
 a stable society. This has
 led to a loss of confidence
 in the government and a
 consequent loss of support
 from the people.

The fourth is the fact that the
 government has been unable to
 maintain a stable foreign
 policy. This has led to a
 loss of confidence in the
 government and a consequent
 loss of support from the
 people. The fifth is the fact
 that the government has been
 unable to maintain a stable
 internal security. This has
 led to a loss of confidence
 in the government and a
 consequent loss of support
 from the people.



BULLETIN OF

CHATHAM COLLEGE

1960

BULLETIN OF CHATHAM COLLEGE

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No. 3

BULLETIN OF

CHATHAM
COLLEGE

Woodland Road
Pittsburgh 32, Pennsylvania

SEPTEMBER 1960



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EDUCATIONAL PROGRAM

The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding, and with a readiness to adjust quickly and easily.

The liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The college program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reinforced by socially constructive attitudes may be supported by effective action are:

1. The ability to communicate: this involves reading, writing, listening, and speaking.

2. The ability to solve problems: this involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, inference of valid conclusions, and the application of conclusions.
3. The ability to express oneself: this involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society.

1. Each individual is an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

Socially constructive attitudes which can be expected to emerge are:

1. Consideration for the viewpoints of others, with freedom from racial, religious, or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative phases of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.
3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where a common curriculum is desirable. There are also spheres of knowledge where individual interests

and talents should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities and the world of values. Furthermore the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic education curriculum: basic education should be (1) comprehensive, (2) identical for all since it deals with common needs, (3) directive in emphasis, (4) correlated with specialized interests, (5) concerned with the development of social consciousness, (6) challenging to the further use of creative talent and (7) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

AREA I—MAN

HUMAN DEVELOPMENT AND BEHAVIOR. This is a three-hour course throughout the year which corre-

lates materials concerned with human living. These include certain major concepts in biology, psychology, social anthropology and nutrition which aid in the study of the changing reactions of human beings throughout the life span. The course is designed to give the student a knowledge of the various structures and functions of the body as well as an increased ability to meet the typical problems involved in the social, emotional, and intellectual development of the individual.

AREA II—THE UNIVERSE

THE NATURAL WORLD. This is a one-year requirement in science, the first semester of which is devoted to consideration of the important concepts and methods of one of the special sciences: astronomy, biology, chemistry or physics. The second semester consists of the course *History and Philosophy of Science* which provides insight into the development of the major concepts in science and their relationships to human life.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense, but rather a course dealing with the problems and achievements of our cultural heritage.

MODERN SOCIETY. This is a three-hour course throughout the year and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic, and political problems and institutions and with a method of understanding and analyzing these problems and institutions.

WORLD ISSUES. This is a three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences in the relations among nations.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a four-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry, music and the dance. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a workshop program requiring an evaluation of recommended concerts, plays, novels, art exhibits, and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

KNOWLEDGE AND VALUES. This is a unit of two three-hour courses, one in the sophomore year and another in

the senior year. The unit is concerned primarily with problems raised by moral and religious experience and by man's desire for unity in his vision of existence.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This must be accomplished through a proficiency examination or through course work in one of the foreign languages. (See the College Language Requirements, page 70.)

ENGLISH COMPOSITION. This is a two-hour course throughout the year which is correlated with the other courses from which materials will be drawn for practice in the art of writing.

EFFECTIVE SPEECH. This is a three-hour, one semester course. It is correlated with Modern Society and other basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four-semester requirement with electives in team sports, individual and dual sports, aquatics and dance.

The above courses constitute the curriculum of basic education.* In the average student program, they total slightly over half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years (see graph, page 47.)

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examina-

*Further description of these courses is to be found on pages 48-51.

tions. Through the exemption examinations which are offered by the Office of Evaluation Services, a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they have no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate testing and guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter shall be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

It is necessary for the college student to clarify her aims in order to become aware of her own particular abilities and to know the progress she is making. In order to make certain that such information becomes available to the student, the college has an Officer of Evaluation Services headed by a full-time director. (See Office of Evaluation Services, page 146.)

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community, or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors involving six hours of academic credit. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets once a week during the year with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that the success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on

*Further description of these majors is to be found on pages 42-43.

the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COLLEGE

The College

THE PAST

According to Emerson, "An institution is the lengthened shadow of one man." Chatham College, however, is the lengthened shadow, not of one man, but of many devoted men and women who have built and are building their lives into it. But he who casts the longest shadow, now extending across a full ninety years, is the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in founding a college for women in Pittsburgh.

This was the year 1869. The University of Pittsburgh was, at that time, a "men's college." Founded to provide higher education for women, the college began as Pennsylvania Female College and consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the college site. For many years, the college catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a full-fledged college. The college offered courses in languages, both modern and ancient, English language and literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training. A systematic study of the Bible was also required of every student.

From the opening day of the college, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building. Included in this structure was a chapel where students were required to attend daily services.

For nearly a score of years, the college consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to "Pennsylvania College for Women," with the action to amend the charter being started through student petition to the Board of Trustees.

The college continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

The following year, the resident students organized a student government program. This, in the form of Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program but in the spring of 1923, a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 came the Louise C. Buhl Hall of Science. This hall was erected

in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions. In the Lower Division, the student was to acquaint herself with the major fields of human thought. In the Upper Division, the student concentrated in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty felt, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the college with the residence and grounds that had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the college saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall, and a new wing which included an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, and three new buildings to replace the original college buildings, providing one of the best equipped small colleges in the country. Benedum Hall was given to the college by the Claude Worthington Benedum Foundation in 1960 in honor of Michael Late Benedum and Sarah Lantz Benedum. This structure, originally named Grey-stone, was the home of the Benedum family for nearly fifty years. Included in the gift were eight acres of property and Gateway House.

Chatham College

Currently the college possesses buildings, grounds and equipment with a book value of over \$5,000,000 and an endowment of over \$7,000,000.

In 1946, the present curriculum was introduced, a development which placed Chatham among the pioneers in curriculum progress in the post-war period. Chatham is a fully accredited college.

The name "Pennsylvania College for Women" was changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

Since 1869, the institution has been "lengthened" by the shadows of the men and women who have built their lives into it. To them, present and future students are indebted for the history which they have made and are making.

THE CAMPUS

Following the vision and purposes of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the dual advantage of being within a short distance of the theatre, the museums, the symphony hall, the libraries, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of more than five hundred. The campus also has expanded to meet the growth of the college: there are now thirty buildings on thirty-five acres of rolling, wooded grounds.

Dominating the Chatham landscape* is the Chapel which seats eight hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played for ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, a meditation chapel, a choir room and offices.

Walking around the quadrangle of buildings, one comes next to the James Laughlin Memorial Library which contains more than fifty thousand volumes. Like the Chapel and all buildings in this integral part of the campus, it is Georgian in architecture. The reading room, with its wide tables, individual lights and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old vol-

*See map, page 29.

umes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and reserve room, the historical room, and seminar and private study rooms.

The Louise C. Buhl Hall of Science is the next stop on the campus tour. The Science Hall has laboratories for the departments of chemistry, biology and physics, and a lecture hall with facilities for the use of motion pictures. The science library on the lower floor has approximately four thousand volumes.

A trio of new buildings, dedicated in the spring of 1954, completes the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of The Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extracurricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore and a modern snack bar.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the five dormitories. In this resident hall are single and double rooms, as well as suites of two rooms. Woodland also houses the college dining rooms. The Dining Hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere.

Adjacent to Woodland is the newest of the dormitories, Dilworth Hall, a handsome red brick Georgian building housing sixty-six students. Separated from Dilworth by the Mellon

orchard is the college infirmary, Lindsay Hall, which once housed the presidents of the college.

The grounds of Lindsay Hall are directly connected to the grounds of the onetime home of Andrew W. Mellon, industrialist and Secretary of the Treasury. Given to Chatham by Paul Mellon in 1940, Mellon Hall is a residence for a number of seniors and contains bowling alleys and a tiled regulation-size swimming pool.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. The Department of Music utilizes this building which has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road is the three and one-half acre recreation field and the new Physical Education Building. This building includes a large gymnasium floor, seminar rooms, classrooms and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four all-weather tennis courts.

There are also facilities for picnics, and, in the cold weather, the "Lodge" (just off the playing field) with its large living room, open fireplace and kitchenette, is an inviting place for informal gatherings.

Towards Wilkins Avenue on Woodland Road is Gregg House, home of the president of the college.

Returning to the main part of the campus, one next visits four dormitories on the hillsides opposite Woodland Hall. The two directly across are Fickes and Beatty Halls. Originally family estates, these halls are characteristic of the homelike atmosphere which is one of the most appealing features of the Chatham residence halls.

The third, Benedum Hall, once the home of oilman M. L. Benedum, was given to the college in 1960 by the Claude Worthington Benedum Foundation. Situated high above Fifth

Avenue, the spacious Benedum Hall commands an unequalled view of the city's Shadyside and East Liberty districts. Terraced rose gardens connect the grounds of this estate with those of Gateway House, also a gift of the Benedum Foundation, and a fine example of American Gothic architecture.

The tour is complete with a visit to the charming Mary Acheson Spencer House, official residence of the dean of the college, on Woodland Road.

CHAPELHAM COLLEGE

MAP OF THE CAMPUS



ATHLETIC FIELD

PARKING

TENNIS COURTS

WEST WOODLAND ROAD

WOODLAND ROAD

WOODLAND ROAD

WOODLAND ROAD

TO FIFTH AVENUE

4 TO WILKINS AVENUE

- | | |
|---------------------------------|---------------------------------|
| 1. BUHL HALL OF SCIENCE | 11. PICKES HALL |
| 2. LAUGHLIN MEMORIAL LIBRARY | 12. ANDREW MELLON HALL |
| 3. THE CHAPEL | 13. MUSIC CENTER |
| 4. COOLIDGE HALL OF HUMANITIES | 14. PHYSICAL EDUCATION BUILDING |
| 5. FALK HALL OF SOCIAL STUDIES | 15. THE LODGE |
| 6. BRAUN HALL OF ADMINISTRATION | 16. GREGG HOUSE |
| 7. MAINTENANCE BUILDING | 17. MARY ACHESON SPENCER HOUSE |
| 8. WOODLAND HALL | 18. GATEWAY HOUSE |
| 9. LINDSAY HALL | 19. DILWORTH HALL |
| 10. BEATTY HALL | 20. BENEDUM HALL |

PARKING

THE COLLEGE COMMUNITY

The college community of sixty faculty and more than five hundred students drawn from many states and from foreign countries provides variety of experience and yet assures each student a distinctive place and individual consideration. The classes at Chatham are small and the instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty. The tutorial projects give students a direct, close association with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students, and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. They are responsible for a steady flow of significant books. In its membership are artists, musicians, dramatists and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

The students at Chatham are selected for their intellectual curiosity, character, and achievement. Different nationalities are represented each year in the student body. In recent years there have been students from Argentina, Colombia, Egypt, France, India, Iran, Japan, Korea, Lebanon, Pakistan, Peru, Switzerland, and Thailand. Students, therefore, have opportunity to share experiences and to appreciate the cultural

heritage of other students with diverse backgrounds, a factor of vital educational significance.

The educational program at Chatham College is designed to educate students to assume responsibility. Both the educational program and the co-curricular activities of the college encourage increased freedom accompanied by increased responsibility. A dominant characteristic of the college is the spirit of unity, friendliness, and cooperation.

The college maintains a carefully planned advisory system. Faculty members or administrative officers act as resident counselors in each dormitory. They meet weekly with house councils and house officers to discuss dormitory organization and plans. In addition, resident counselors provide general counseling.

When the student becomes a junior, one of the professors in her major field serves as her principal advisor. As an underclassman, she has a faculty advisor appointed by the Dean. The resident counselors work directly under the Dean of Students.

Dormitory life is an integral part of the educational program of the college because it offers students practice in the art of living together. Every effort is made to have student rooms and living rooms homelike and pleasant.

Student officers, elected and supported by the students, establish and maintain the social standards in all the dormitories. They cooperate with the student counselors and the administration in promoting the social and academic interests of the students. Freshmen dormitory students are permitted ten overnights a semester; sophomores, eleven; juniors, twelve; first semester seniors, fourteen; second semester seniors, unlimited provided they are in good academic standing. Single students are required to live in dormitories except those who live with their parents.

Although the majority of the students at Chatham live in residence halls on the campus, some of the Pittsburgh students choose to commute. All students, whether resident or day, may share in every college activity. Much of the social and activity program of the college centers in the dormitories where house dances as well as open houses are held at various times during the year. Day students are associate members of a dormitory and are included in the dormitory programs.

Upon admission each student accepts the Chatham College honor system, a system of mutual respect and trust. The Honor Code is important in helping each student to grow in maturity since it gives the individual responsibility as well as freedom. The entire college community believes in personal integrity. The community spirit of honor pervades every phase of campus life—it is active in the classrooms, in the dormitories, in the library, and in fact, in all personal relationships.

All student organizations have one or more faculty advisors chosen by the students. There are a number of faculty-student committees and organizations. Each class at Chatham elects a faculty advisor and the Student Government Association chooses an honorary member from the faculty.

Vested in the Student Government Association, within the framework of its educational objectives, is the discipline of the college. Each student is a member. The S.G.A. is a part of the total administrative plan of the college and, as such, has a part in supporting all college programs and events. The officers of the Association meet frequently with the Dean of Students to coordinate planning.

A calendar of activities for all students is provided through the Office of the Dean of Students. Its activities are educational as well as social.

The all-student Athletic Association provides activities such as field hockey, archery, basketball, mushball, badminton,

swimming, tennis, bowling, fencing, and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in mushball, basketball, and hockey as well as to try out for the "Varsity" which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Athletic Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The *Cornerstone* is the college annual, a pictorial and literary record of student life at the college, while the weekly newspaper, featuring current news of interest, is called *The Arrow*. *The Minor Bird* is a semi-annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct, or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus, and the Sinfonietta, groups which give their services to churches, clubs, and philanthropic organizations.

Assembly Hour, eleven-thirty to twelve-thirty every Tuesday and Thursday morning, gives students as well as faculty members an opportunity to participate. Student government, class, and smaller committee meetings are held during the assembly periods. One half of the Thursday assembly is devoted to religious services. Distinguished lecturers and speakers are invited periodically throughout the year to address the college community.

Chatham College, although founded under Presbyterian influence and Christian emphasis and tradition, is non-denominational and welcomes students of all faiths.

The college believes that the development of spiritual and moral insight is an integral part of an educational experience.

It has weekly chapel services and encourages students to attend the churches of their own choice on Sunday. The college has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests.

Certain customs have developed through the years into vital traditions. These include Matriculation Day, Color Day, the annual play contest, the annual song contest, the Christmas Candlelight Service, carol singing, and Moving-Up Day.

The college attempts to develop students' particular abilities and interests, to teach them the importance of learning to live together and to take positions of responsibility and leadership in their own communities. Its co-curricular program is closely tied-in with its academic program to serve the same fundamental ends.

THE ENVIRONS

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, almost overnight, one of the most interesting and progressive cities in the United States.

Over two billion dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is indeed fortunate to have the cultural facilities of such a city within minutes of the campus.

The natural science classes often visit the Buhl Planetarium and the Carnegie Museum. Science majors visit the laboratories of the Mellon Institute—unique in this country for industrial research—and many Chatham students are employed there after graduation. Sociology students work in city settlement houses; education students do student teaching in the city schools; drama students occasionally are cast for parts in the productions of the Playhouse and the Civic Light Opera; music students sometimes participate in concerts of the Pittsburgh Symphony.

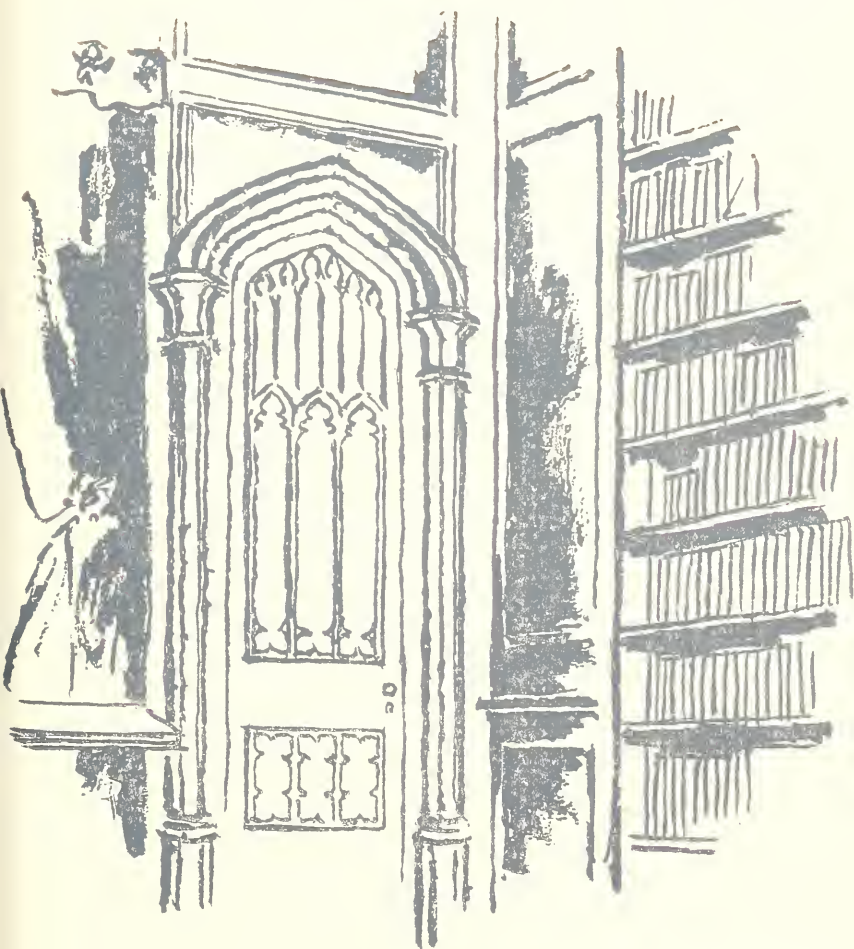
Many Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, the Music Guild series of vocal and instrumental artists, and concerts of visiting symphonies at student rates.

The International Exhibitions of Contemporary Painting, sponsored in alternate years by the Carnegie Institute, are both world famous and highly influential in the development of artistic appreciation in Pittsburgh. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are

exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

At the Nixon Theater, Broadway plays are produced and students have the opportunity to see current offerings that are occasionally pre-Broadway productions.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation from Chatham College are:

1. The passing of the following required courses* which are to be distributed over the four years.
Human Development and Behavior B1-2 (6 hrs.)
Natural Sciences B1 (choice of four) and B2 (8 hrs.)
History of Western Civilization B1-2 (6 hrs.)
Modern Society B101-102 (6 hrs.)
World Issues B105 (3 hrs.)
The Arts B1-2, B101-102 (12 hrs.)
Knowledge and Values B151-152 (6 hrs.)
English Composition B1-2 (4 hrs.)
Effective Speech B1 (3 hrs.)
Physical Education B1, B2, B3, B4 (4 hrs.)
2. The demonstration of a reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a tutorial in a major field under the individual supervision of the appropriate faculty member.
5. The successful completion of 124 semester hours.
6. The maintenance of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

DEGREES

THE DEGREE OF BACHELOR OF ARTS

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for

*A student will be excused from taking any of the required courses in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

graduation with a major approved for the Bachelor of Arts degree.

THE DEGREE OF BACHELOR OF SCIENCE

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See page 16)

FIELD MAJORS

Students meeting the requirements for admission to the junior class are offered major work in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology, and Spanish—leading to the degree of Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the section presenting its courses. To the general requirements for graduation and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An Interdepartmental Major is offered for the superior student who desires as comprehensive an academic program as possible. By cutting across departmental lines it makes possible many combinations of courses. A student electing this major may combine subjects with reference to individual interests and objectives.

An Interdepartmental Major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

HONORS

At a special Honors Convocation each fall, Honors are announced for the Senior, Junior and Sophomore classes. This list consists of those students having a cumulative average of 3.40.

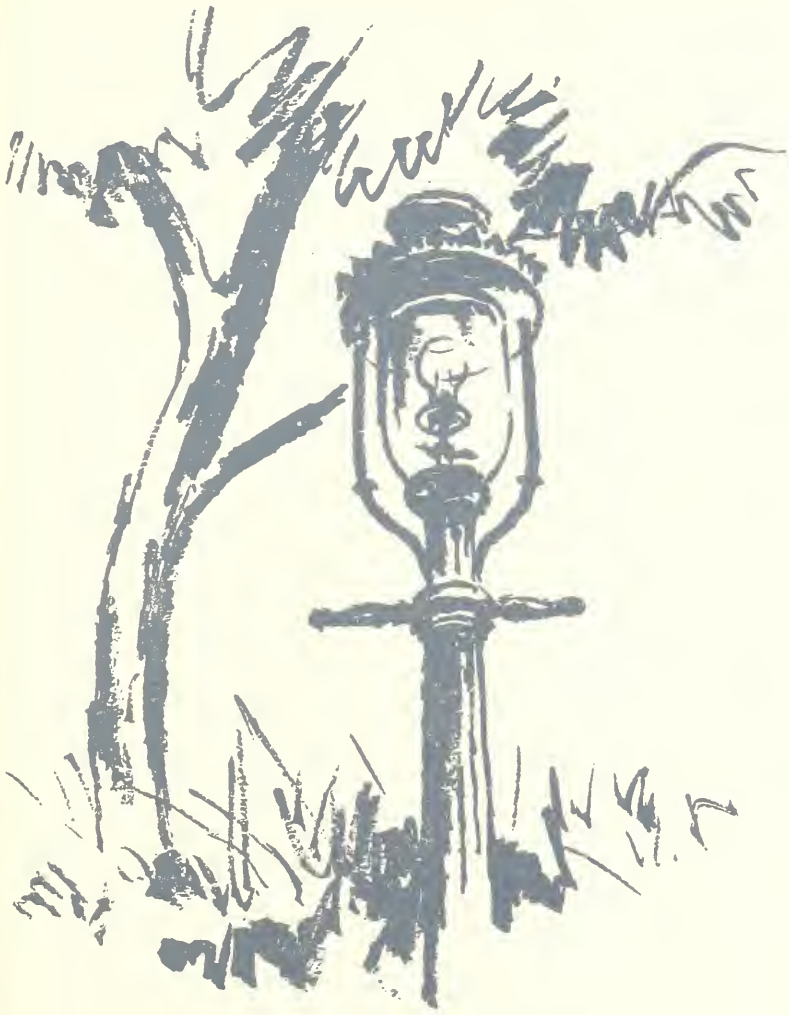
Honors are granted at graduation as follows:

High Honors: A cumulative average of 3.75

Honors: A cumulative average of 3.40

DEAN'S LIST

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.



DESCRIPTION OF COURSES

THE CHATHAM COLLEGE CURRICULUM

SENIORS

KNOWLEDGE AND VALUES (Cont.) 3 hours	TUTORIAL 6 hours	ELECTIVES
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JUNIORS

WORLD ISSUES 3 hours	ARTS B101-102 6 hours	ELECTIVES
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FRESHMEN SOPHOMORES

EFFECTIVE SPEECH 3 hours	MODERN SOCIETY 6 hours	ARTS B1-2 6 hours	KNOWLEDGE AND VALUES 3 hours	PHYSICAL EDUCATION 2 hours	ELECTIVES
ENGLISH COMPOSITION 4 hours	HISTORY OF WESTERN CIVILIZATION 6 hours	HUMAN DEVELOPMENT AND BEHAVIOR 6 hours	NATURAL SCIENCE 8 hours	PHYSICAL EDUCATION 2 hours	ELECTIVES

The titles of all courses in the Basic Curriculum are given above. All students take these unless exempted by examination. Elective courses are chosen by the student in terms of her individual interests, aspirations and capacities.

Description of Courses

BASIC CURRICULUM

AREA I

HUMAN DEVELOPMENT AND BEHAVIOR

B1-2. The origin, maturation, and optimal development of the bodily structures and functions which underlie human health and behavior. The exploration of basic psychological principles and patterns of development from birth through old age. The objective is to enable the student to understand herself and other people, and to meet effectively the typical problems involved in her physical, social, emotional and intellectual development. Three credits each semester. Mrs. Martin and Mr. Koehler.

AREA II

NATURAL SCIENCES

B1. ASTRONOMY. An introduction to man's knowledge of the physical universe with emphasis on how this knowledge was obtained. The solar system, the Milky Way and the universe of galaxies will be treated. Three recitations and a two-hour laboratory period per week. Four credits. Mr. de Jonge.

B1. BIOLOGY. A study of the principles revealed by living organisms—their plan and structure, their functions, relationships and adaption to their living and non-living environment. Three recitations and a two-hour laboratory per week. Four credits. Miss Barish, Miss Langord, and Mrs. Martin.

B1. CHEMISTRY. Observations, hypotheses, theories and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory per week. Four credits. Mr. Markle and Mr. Wallace.

B1. PHYSICS. A study of elementary theory and application of mechanics, heat, and sound. Three recitations and a two-hour laboratory per week. Four credits. Miss Trammell.

B2. THE HISTORY AND PHILOSOPHY OF SCIENCE. Lectures and discussion on the historical development of the natural sciences. The interrelationships of the social and economic aspects of science with special emphasis on its changing philosophy. Four credits. Miss Barish and Mr. Hayes.

AREA III

SOCIAL RELATIONSHIPS

B1-2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations, and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester. Mr. Andrews, Mr. Borsody, Miss Freeman and Mr. Griffith.

B101-102. MODERN SOCIETY. A course integrating the more salient features of the related disciplines of political science, economics, and sociology in the study of organization and functioning of modern society. Analysis of the leading problems posed for political, economic, and social institutions and the ways in which specific institutions both limit and augment the functioning of other institutions. Three credits each semester. Mr. Johnson, Mr. Keefe and Mr. Ossman.

B105. WORLD ISSUES. A three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences on the relations among nations. Three credits. Mr. Chastain.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A two-year sequence in the humanities taken in the sophomore and junior years. The Arts builds upon the freshman course in History of Western Civilization and leads toward the senior Philosophy course. Although the materials of the course are correlated, they include a semester of art history, a semester of music history, and a year of literature (prose, poetry, and drama).

The Arts emphasizes both distinctions among the several arts and integrating social and aesthetic principles. An awareness of tradition is encouraged through the study of great works of the past, and this study is related, in turn, to the contemporary scene. A program of independent reading and reviews of concerts, plays, art exhibits, and dance recitals in

the community helps the student to formulate critical standards and to develop a personal philosophy. One lecture and two seminars each week. Three credits each semester. Mr. Caplan, Mr. Cummins, Miss Eldredge, Mrs. Evanson, Mr. Lane, Miss Rueckel, Mr. Schick, Mr. Smith, Mr. Taylor and Mr. Wenneker.

B1-2. THE ARTS. Form and content in the arts. Point of view: the classical temper contrasted with the romantic attitude. Our heritage in the arts as seen in a study of representative works of the Middle Ages, the Renaissance, the Baroque Period, the Age of Reason and the nineteenth century romantic movement.

B101-102. THE ARTS. The modern scene. Functional architecture; realism, impressionism, symbolism, and expressionism; modern dance; the twentieth century search for order and synthesis. A consideration of aesthetic criticism and evaluation in the arts of past and present.

AREA V

ORGANIZATION OF EXPERIENCE

B151-152. PHILOSOPHY. Knowledge and Values. Three hours in the sophomore and three hours in the senior year. A study of problems raised by moral and religious experience. The course requires the student to think critically about traditional views as well as her own values and to attempt a coherent view of her commitments. Mr. Arnett, Mr. Hayes, and Miss Taylor.

B151. Sophomore year. Three credits either semester.

B152. Senior year. Three credits either semester.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. See page 14 and page 70.

B1-2. ENGLISH COMPOSITION. The course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write correctly. Since the skills which pertain to writing are essential to every course in college, the student is given direct practice with material from other courses. Two credits each semester. Mr. Cummins, Mr. Lane, Miss McGuire, and Miss Rueckel.

B1. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Offered as a correlated course with Modern Society (required in the sophomore year). Three credits first or second semester. Mrs. Evanson, Mrs. Ferguson and Mr. Wenneker.

B1, B2, B3, B4. PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to develop skill and to provide recreational value in each activity taken throughout the year. One credit each semester. Mrs. Beaman, Mrs. Blayden, and Miss Ver Kruzen.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order. Courses numbered under 100 are open to freshmen. Generally odd-numbered courses are first semester offerings; even-numbered courses, second semester offerings.

If the numbers of a year course are separated by a hyphen—as French 1-2—the course may not be entered second semester and no credit is given for one semester's work. If the numbers of a year course are separated by a comma—as Art 3,4—the course may be entered either semester and taken for credit.

If no year is designated after the course description, the course is offered each year.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The college reserves the right to withdraw any course which is not elected by at least six students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

The letter **B** preceding a course indicates a course in the Basic Curriculum.

Each student is required to complete a tutorial in her major field.

A R T

Courses in art are both interrelated and related to the Arts Course of the Basic Curriculum. Further, they are designed to provide a broad view of the field. The student's creative work is enriched by the study of art history, and her understanding of art history and criticism, in turn, is informed by direct contact with the materials of art in the studio. Within this framework, however, the student may choose to fulfil the major in art with either of the following programs:

PAINTING AND DESIGN

1,2 Drawing
3,4 Oil Painting
5,6 Design
111 or 112 Sculpture
115 Composition
Six hours in Art History
203-204 Tutorial

ART HISTORY AND CRITICISM

103 Medieval and Renaissance Art
104 Northern European Painting
105 American Art
106 Problems in Twentieth Century Criticism
Six hours in History selected from the following: History 111, 112, 113, 114, 121, and 122
1,2 Drawing
3 Oil Painting
115 Composition
203-204 Tutorial in Art History

Courses may be taken in any sequence, but it is expected that students majoring in art will complete Art 1 through 6 before going on to advanced studio work.

A R T A N D E D U C A T I O N

Participation in a program combining the areas of art and education must be planned with the chairman of each of these departments.

1,2. DRAWING. The study of form, movement, and expressive contour is related to object and figure drawing. Two credits each semester. Mr. Caplan.

3, 4. OIL PAINTING. An introduction to pictorial composition in the oil medium. Creative experimentation is encouraged, and at the same time essential disciplines are emphasized in problems involving still-life, landscape, figure painting and abstraction. Three credits each semester. Mr. Caplan.

5, 6. DESIGN. A study of the abstract principles of form, texture, and color relationships together with their functional use in the visual arts today. The student is expected to develop an original point of view as she explores a wide range of aesthetic problems. Three credits each semester. 1961-62.

103. MEDIEVAL AND RENAISSANCE ART. Painting, sculpture, and architecture in Europe from 1000 to 1550 A.D. The gradual evolution from medieval attitudes toward a Renaissance point of view is studied, while at the same time each work of art, and the style of each individual period, is considered for its unique and enduring qualities. Three credits, first semester. Mr. Smith. 1960-61.

104. NORTHERN EUROPEAN PAINTING. The Renaissance in Northern Europe; the influence of Protestantism on painting; Mannerism and the Baroque style as they developed in the north; and the continuing "Gothic" impulse in the art of the Netherlands, Germany, and Scandinavia down to our own day. Three credits, second semester. Mr. Smith. 1960-61.

105. AMERICAN ART. Art in the United States from the Colonial periods to our own time. The course centers in two problems: the orientation of American artists to European culture, and the development of national attitudes in our architecture, painting, and sculpture. Three credits, first semester. Mr. Smith. 1961-62.

106. PROBLEMS IN TWENTIETH CENTURY CRITICISM. Art since 1900 reviewed with emphasis upon the ideological conflicts and critical problems raised by modern movements. The viewpoint and methodology of the critic as well as those of the painter, sculptor, and architect are considered as the student formulates her own standards of judgment. Three credits, second semester. Mr. Smith. 1961-62.

111, 112. SCULPTURE. The fundamentals of three-dimensional form are taught in relation to a variety of mediums and problems ranging from abstract design to representation of the model. Three credits each semester. Mr. Caplan. 1961-62.

114. WATERCOLOR. Initial training in control of the watercolor me-

dium gives the student a foundation for later experimentation and the development of individual style. Traditional and modern attitudes toward the medium are studied. Three credits, first semester. Mr. Caplan. 1960-61.

115. COMPOSITION. Pictorial design taught with emphasis upon formal discipline as an aid to creative expression. The student formulates an expressive goal, analyzes the work of a major painter who has solved a similar problem, establishes principles that may prove helpful in her own work, and proceeds toward her objective in a systematic way. Prerequisite: six hours in drawing, painting, or design. Three credits, first semester. Mr. Smith. 1960-61.

117. CERAMICS. The art of ceramics studied with a view to understanding structural and decorative principles in the designing of abstract sculptural volumes. Imaginative investigation of materials and library study of ancient and modern ceramics are encouraged. Three credits, second semester. Mr. Caplan. 1960-61.

119. GRAPHIC ART. An understanding of the graphic arts is developed through the study of prints by Durer, Rembrandt, Goya, and Whistler. The student is encouraged to do advanced composition in black and white, and to experiment with such basic graphic processes as etching and wood-engraving. Prerequisite: six hours in drawing, painting, or design. Three credits, second semester. Mr. Smith. 1960-61.

125, 126. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. The course may be taken only with the permission of the head of the department. Two or three credits each semester. Art Faculty.

203-204. TUTORIAL. The art major may choose to do a research paper in the history and criticism of art, or she may combine such an investigation with a related studio project. Three credits each semester. Art Faculty.

BIOLOGY

Students majoring in Biology take Biology B1, which is prerequisite to all other biology courses with the exception of Biology 112, and twenty-six hours of biology including six hours of tutorial. Another laboratory science, languages, and mathematics are highly recommended.

- B1. **BIOLOGY.** See Basic Curriculum, page 48.
7. **INVERTEBRATE ZOOLOGY.** A study of taxonomy, life cycles, and habitats of the invertebrate animals. Two lectures and four hours of laboratory. Four credits, first semester. Miss Barish. 1960-61.
8. **COMPARATIVE VERTEBRATE ANATOMY.** A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Two lectures and four hours of laboratory. Four credits, first semester. 1961-62.
- 9, 10. **PLANT SCIENCE.** A general study of the plant kingdom of the past and the present. Two lectures and four hours of laboratory. Four credits each semester. Mrs. Martin. 1960-61.
101. **GENERAL BACTERIOLOGY.** The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, distribution, and importance to man. Two lectures and four hours of laboratory. Four credits, first semester. Miss Barish. 1961-62.
107. **HISTOLOGY.** The macro- and microscopic study of tissues. Two lectures and four hours of laboratory. Four credits, first semester. Miss Langord. 1960-61.
108. **MICROTECHNIQUE.** The preparation of tissues for microscopic examination and interpretation. Two lectures and four hours of laboratory. Four credits, second semester. Miss Langord. 1960-61.
109. **GENETICS.** A study of the principles and cytological mechanisms of inheritance in plants and animals; problems and methods of analysis peculiar to human heredity and to the relationship between genetics and organic evolution. Three or four credits (Biology majors must take four credits), second semester. Miss Barish. 1960-61.
110. **VERTEBRATE EMBRYOLOGY.** The study of the development of the vertebrate body from fertilization to hatching or birth. Prerequisite: Biology 8 recommended. Two lectures and four hours of laboratory. Four credits, second semester. 1961-62.
112. **EDUCATION CONCERNING MARRIAGE.** Discussion of the social, physical, psychological, economic, legal, and ethical aspects of marriage. This course is not credited toward a biology major. Three credits, second semester. Mrs. Martin. 1961-62.

114. **PHYSIOLOGY.** A study of the functioning of cells, tissues, and organ systems in man. Two lectures and four hours of laboratory. Four credits, second semester. Miss Barish. 1961-62.

201-202. **TUTORIAL.** Required of juniors majoring in biology. Library training in preparation for Biology 203-204. One hour each semester. Biology Faculty.

203-204. **TUTORIAL.** Two hours each semester. Biology Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry B1, Chemistry 2, 103, 104, 105, 106, either 107 and 108 or 109-110, 201-202, 203-204.

Candidates for the B.S. degree in chemistry will take five one-year courses in chemistry, plus Chemistry 201-202 and 203-204; physics and mathematics through calculus. German 1, 2, 3 and 4 are also required.

B1. **CHEMISTRY.** See Basic Curriculum, page 48.

2. **INORGANIC CHEMISTRY.** A detailed study of the metallic and non-metallic elements and their compounds including theory involved. Two lectures, one recitation and one two-hour laboratory per week. Four credits, second semester. Mr. Wallace.

103. **QUALITATIVE ANALYSIS.** Theory and laboratory practice involving the separation and identification of anions and cations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits, first semester. Mr. Markle.

104. **QUANTITATIVE ANALYSIS.** The theory and practice of gravimetric and volumetric analysis including precipitation, acidimetry, alkalimetry and oxidation-reduction determinations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits, second semester. Mr. Markle.

105. **ORGANIC CHEMISTRY.** A study of the preparations, reactions and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Pre-

Description of Courses

requisite: Chemistry 2. Two lectures, one recitation and six hours of laboratory. Five credits, first semester. Mr. Wallace.

106. **ORGANIC CHEMISTRY.** Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: Chemistry 105. Two lectures, one recitation and six hours of laboratory. Five credits, second semester. Mr. Wallace.

107. **ADVANCED QUANTITATIVE ANALYSIS.** Atomic (electron-ic) structure of the elements, types of bonding and relation of these to the properties of elements and compounds. Non-aqueous systems. Nuclear chemistry. Prerequisites: Chemistry 104 and 106. Two lectures and six hours of laboratory. Four credits, first semester. Miss Trammell.

108. **BIOCHEMISTRY.** Study of carbohydrates, fats, proteins, and of animal metabolism including the analysis of body fluids, tissues and catabolic products. Prerequisite: Chemistry 104 and 106. Four credits, second semester. Miss Trammell.

109-110. **PHYSICAL CHEMISTRY.** Properties of gases, liquids, solids and solutions; thermochemistry; chemical kinetics; electrochemistry and atomic theory. Prerequisites: Chemistry 104, Physics 2, and Mathematics 101 and 102. Two lectures, one recitation, and six hours of laboratory. Four credits each semester. Mr. Markle.

201-202. **TUTORIAL.** Required of juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One hour each semester. Chemistry Faculty.

203-204. **TUTORIAL.** Two hours each semester. Chemistry Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

DRAMA AND SPEECH

Students majoring in Drama and Speech are expected to take a minimum of thirty hours in the department including Drama 3, 4, 105, 5-6 or Drama 101-102, Drama 103, 104 or Drama 107, 108, and the tutorial. Effective Speech B1 is not considered part of the major.

B1. See **EFFECTIVE SPEECH B1** under Basic Curriculum, page 51.

3, 4. **INTRODUCTION TO DRAMA.** This course is oriented toward the general student who wishes a cultural background in the literature of drama through emphasis on the nature of the play as a reflection of national culture. Tickets to assigned professional and non-professional plays are furnished to the students and attendance both at the performance and the following discussions is an integral part of the course. Open to first year students. Three credits each semester. Mrs. Ferguson.

5-6. **ACTING.** A study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Attention is given to the physical movement as it affects individual poise. Two lectures, two hours of Drama Workshop. Open to first year students with permission. Three credits each semester. Mrs. Evanson. 1960-61.

101-102. **DIRECTING.** A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theater-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3, 4. Three credits each semester. Mr. Wenneker. 1961-62.

103, 104. **DRAMATIC CRITICISM.** A course in the theory, practice and history of criticism as it relates to the literature of the drama. Second semester emphasis is upon contemporary and current drama. Tickets to assigned professional and non-professional productions will be furnished. Three credits each semester. Mrs. Ferguson. 1961-62.

105. **ORAL COMMUNICATION.** A course designed to improve the student's own speech, to help her recognize speech problems and to understand the functional aspects of these problems. Students with minor speech problems receive practical, individually directed aid. Three credits, first semester. Mrs. Evanson. 1961-62.

106. **GROUP COMMUNICATION.** An advanced course in community discussion aimed to develop the individual into a participating, purposeful, responsible member of the group. Community leaders and students from other colleges to be invited to the campus for discussion participation. Prerequisite: Speech B1, or permission of the instructor. Three credits, second semester. Mrs. Evanson. 1961-62.

107, 108. **COMPARATIVE DRAMA.** Studies in the development of the drama from the classical to the contemporary period. Through discussion and class presentation significant plays will be considered in relation to the theatrical and social conditions in which they originated and the permanent ideas they express. Three credits each semester. Mr. Wenneker. 1960-61.

203-204. **TUTORIAL.** Three credits each semester. Drama Faculty.

ECONOMICS

Students majoring in economics take Economics 103, 104, 109, 119, 120, 203-204 and two of the following: Economics 111, 113, 114. Statistics and/or mathematics is recommended. Courses in other fields will be chosen according to the candidate's special interests after consultation with the chairman of the department.

103. **THE AMERICAN ECONOMIC SYSTEM.** The study of the development and the characteristics of the contemporary American economy. An analysis of significant concepts and principles influencing production, income, economic cycles, investment, taxation, government policy and the international economy. Three credits, first semester. Mr. Macek. 1960-61.

104. **THE AMERICAN ECONOMIC SYSTEM.** A study of the role of supply and demand in the American economy. Emphasis is given to the basic factors influencing the consumer, the influence of the consumer on the economy and the role of the intelligent citizen in the economic system. Includes retail sales practices, personal taxes, investment, insurance, credit and the cooperative movement. Three credits, first semester. Mr. Ossman. 1961-62.

109. **MONEY AND BANKING.** The study of systems of currency, credit, types of banks, monetary and credit policy and systems of central banking. The Federal Reserve System: its organization and the methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization and its economic and social significance. Three credits, second semester. 1961-62.

111. **MANPOWER ECONOMICS.** A study of the labor supply and its relation to the economy. Particular attention is given to the union

Chatham College

movement and labor legislation. Prerequisite: Economics 103 or permission of the instructor. Three credits, second semester. Mr. Ossman. 1961-62.

113. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester. Mr. Ossman. 1960-61.

114. INTERNATIONAL ECONOMICS. The struggle for raw materials and markets, the use of tariffs and subsidies, the role of foreign exchange control, the influence of commodity and capital movements and the history of commercial policy. Prerequisite: Economics 103. Three credits, second semester. Mr. Macek. 1960-61.

116. COMPARATIVE ECONOMIC SYSTEMS. An understanding of our economic system by its historical development and by comparison with other systems of our era. It proceeds from the feudal system through early to modern capitalism, and analyzes its legal framework, technique, business management and social functions. Then the Soviet system, Fascism and Nazism are discussed. In all systems the interaction is observed of the individual initiative and mandatory cooperation. Three credits, first semester. Mr. Macek. 1960-61.

119, 120. HISTORY OF ECONOMIC PHILOSOPHY. The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester. 1961-62.

203-204. TUTORIAL. Three credits each semester. Economics Faculty

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary or elementary school certification when they satisfactorily complete the specific requirements of that state and the college major subject requirements for the bachelor of arts degree. All education students are required to take the National Teacher Examinations in their senior year.

In Pennsylvania, the minimum education requirements for the college provisional certificate for secondary school teaching are eighteen semester hours including Education 181, 182, 190, 197 and 199. In addition it is necessary to have completed at least eighteen semester hours in each subject in which the student wishes to be certified to teach. United States history with emphasis on the history of Pennsylvania (History 161) is required for all teachers in the public schools of the state. This requirement is in addition to the other requirements for a major program.

Students interested in preparation for teaching in Art or Music require the approval of both the major department and the Education Department. Students preparing to teach on the elementary level are required to take Education 181, 186, 187, 188, 195. In addition they must take History 161. (United States history with emphasis on the history of Pennsylvania) and possess or acquire an elementary skill in piano.

181. THE TEACHING ENTERPRISE. Orientation and introduction to education is provided through a general descriptive overview of the field of American education, and such materials in the area of educational psychology as the relation of principles of growth and development to the learning process and the procedures in classroom management and control. Three credits, first semester. Secondary and elementary certification. Mr. Aldrich.

182. THE TEACHING ENTERPRISE. Study of the history and philosophy of education, principles of guidance and pupil personnel work, and evaluation. Particular emphasis is given to guided observation in the public schools. Three credits, second semester. Secondary certification. Mr. Aldrich.

186. CURRICULUM AND TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to language arts, which include reading, writing, speaking and listening. Three credits, second semester. Elementary certification. Mrs. Hill.

187. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to social studies and children's literature. Three credits, first semester. Mrs. Hill.

188. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to arithmetic, science, health, curriculum construction and evaluation. Three credits, second semester. Mrs. Hill.

190. GENERAL AND SPECIFIC TEACHING METHODS ON THE SECONDARY LEVEL. Principles of secondary education, curriculum construction, methods and materials including the use of audio-visual aids. The course provides a well-rounded preparation for student teaching in various fields. Particular emphasis is given to guided observation in the public schools. Three credits, second semester. Mr. Aldrich.

195. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the elementary level in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Six credits, first semester. Mrs. Hill.

197. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on both the junior and senior high levels in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Six credits, first semester. Mr. Aldrich.

199. SEMINAR FOR SECONDARY SCHOOL TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically, sociologically, and through practical observation. Three credits, first semester. Mr. Aldrich.

203-204. TUTORIAL. Three credits each semester. Major field.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. Freshman composition is not considered part of the major. The minimum requirement includes English 101A, 111A, 121A and one semester of Advanced Writing or Creative Writing, one semester of Shakespeare, and one semester of Major American Writers.

English majors should try to take 101A *before* all specialized courses numbered up through 106; 111A *before* all specialized courses numbered up through 118; 121A *before* all specialized courses numbered up through 128.

B1-2. ENGLISH COMPOSITION. See Basic Curriculum, page 50.

101A. LITERARY EXPLORATIONS AND DISCOVERIES, FROM BEGINNINGS TO 1616 A.D. A study of significant works in England, together with Continental influences upon them, from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Three credits, second semester. Miss Eldredge.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore from classical, Northern, and Biblical poetry which still nourish Western thought. Ovid's *Metamorphoses*, *The Iliad*, and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Three credits, second semester. Miss Eldredge. 1960-61.

104. CHAUCER. A study of the minor poems and *Troilus and Criseyde*, as well as *The Canterbury Tales*, with attention to English culture of the medieval period. Three credits, first semester. Miss McGuire. 1960-61.

105, 106. SHAKESPEARE. First semester, a study of the major comedies and historical plays and sonnets; second semester, the major tragedies. Three credits each semester. First semester, Miss Eldredge. Second semester, Mr. Cummins.

111A. SPIRIT, REASON, AND ROMANTICISM IN LITERATURE, 1616 THROUGH 1832. A study of selected significant works in the development of English literature from Milton through the Romantic writers. Poetry, prose, and drama of the seventeenth, eighteenth, and early nineteenth centuries. Three credits, first semester. Mr. Cummins.

113. MILTON AND THE METAPHYSICAL POETS. A study of the lyric and reflective poetry of Donne and his followers, and of the poetry and selected prose of Milton, with emphasis on the interplay of science and religion in the thought of these poets. Three credits, second semester. Miss Eldredge. 1961-62.

115. DEVELOPMENT OF ENGLISH PROSE, 1616 THROUGH 1832. The development of English prose as an artistic medium in essay, drama, and novel. A study of Restoration comedy and the novel from Richardson to Scott. Three credits, second semester. Mr. Cummins. 1960-61.

118. THE ROMANTIC WRITERS. A study of the chief writers of the Romantic movement: Blake, Burns, Wordsworth, Coleridge, Keats, Byron and Shelley, with some attention to the prose writers of the period. Three credits, second semester. 1961-62.

121A. CONFLICT, IDEALISM, AND DISILLUSIONMENT IN LITERATURE, 1832 TO THE PRESENT. Representative works dealing with the origin and development of prominent intellectual and aesthetic movements in English and American literature, and the social, political, and cultural events which they reflect. Three credits, second semester. Miss McGuire.

122. THE VICTORIAN POETS. A study of the major poets from Tennyson, Browning, and the Pre-Raphaelites to the death of Queen Victoria. Reading and critical analysis, with emphasis on poetic form, imagery, symbolism and personality. Three credits, first semester. Miss McGuire. 1960-61.

Description of Courses

124. **THE NOVEL, 1832 THROUGH 1909.** A study of the development of the English novel as a literary form and as a reflection of the age. Dickens, Thackeray, Trollope, Eliot, Meredith, and Hardy will be discussed. Three credits, first semester. Mr. Cummins. 1961-62.

125, 126. **MAJOR AMERICAN WRITERS.** A study of American writers first semester: from the Colonial Period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Second semester: from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, Crane, Frost, Hemingway, and Faulkner. Three credits first semester, Mr. Lane. Second semester, Miss McGuire.

128. **TWENTIETH CENTURY LITERATURE.** Close reading of the poetry and fiction of the following English and American writers: Yeats, Joyce, D. H. Lawrence, Dylan Thomas, T. S. Eliot, and Wallace Stevens. Three credits, second semester. Miss Rueckel.

131, 132. **ADVANCED WRITING.** Attention is given to phrasing, connotation, denotation, description and narration. Models from modern writing in characterization and description are used. Three credits first semester, Miss Rueckel. Second semester, Mr. Lane.

133, 134. **CREATIVE WRITING.** Various types of original composition, primarily the short story. Analysis of conventional and modernistic types of writing. 134: Three credits, first semester. Miss Eidredge. 1960-61. 133: 1961-62.

203-204. **TUTORIAL.** Three credits each semester. English Faculty.

FRENCH

See Modern Languages, page 71.

GERMAN

See Modern Languages, page 72.

GREEK LANGUAGE AND LITERATURE

1-2. **BEGINNING GREEK.** Grammar, composition, and selected readings from the classics. Open to all students. Three credits each semester. Mr. McCulloch.

HISTORY

Students majoring in history are required to take a minimum of three year-courses in the department (exclusive of History of Western Civilization) plus the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval History, and Modern European History.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended.

B1-2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 49.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the Ancient Near East; origins of science, religion, and law; the philosophic enterprise and political development of the Greeks; arts and archaeology of the period. Three credits, first semester. Miss Freeman. 1961-62.

102. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late-antique world, including its art and archaeology. Three credits, second semester. Miss Freeman. 1961-62.

111. HISTORY OF THE EARLIER MIDDLE AGES. Background in the patristic period; decline of Roman institutions; influx of new peoples and the formation of a feudal society; the Church and its influence; learning, literature and the arts of the period. Three credits, first semester. Miss Freeman. 1960-61.

112. HISTORY OF THE LATER MIDDLE AGES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflicts between church and state; learning, literature and the arts of the period. Three credits, second semester. Miss Freeman. 1960-61.

Description of Courses

113. HISTORY OF EUROPE FROM 1500 to 1713. A survey of developments in Europe from the Age of Reformation to the Peace of Utrecht. The course includes political, religious, economic and social as well as intellectual developments. Three credits, first semester. Mr. Borsody. 1961-62.

114. HISTORY OF EUROPE FROM 1713 to 1815. A survey of the Age of Enlightenment, the rise of Prussia and Russia, the French Revolution and the Napoleonic period. Three credits, second semester. Mr. Borsody. 1961-62.

121. HISTORY OF EUROPE FROM 1815 to 1870. The political, social and cultural history of Europe from the Congress of Vienna to 1870. Three credits, first semester. Mr. Borsody. 1960-61.

122. HISTORY OF EUROPE FROM 1870 TO THE PRESENT. Political and social reform; cultural, scientific and economic movements; the expansion of Europe; the two World Wars and events following to the present time. Three credits, second semester. Mr. Borsody. 1960-61.

131. HISTORY OF EARLY MODERN ENGLAND. The political, social, intellectual and economic history of England during the sixteenth, seventeenth, and eighteenth centuries, with special attention to the developments of empire and commonwealth. Three credits, first semester. Mr. Griffith. 1961-62.

132. HISTORY OF MODERN ENGLAND AND THE COMMONWEALTH. The political, social, intellectual and economic history of England during the eighteenth, nineteenth and twentieth centuries with special attention to the developments of empire and commonwealth. Three credits, second semester. Mr. Griffith. 1961-62.

151. HISTORY OF CZARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits, first semester. Mr. Borsody. 1960-61.

152. HISTORY OF SOVIET RUSSIA. The crisis of Czarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits, second semester. Mr. Borsody. 1960-61.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits, first semester. Mr. Andrews.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits, second semester. Mr. Andrews.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science and the arts. Three credits, first semester. Mr. Andrews. 1961-62.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865 giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits, second semester. Mr. Andrews. 1961-62.

202. JUNIOR TUTORIAL. Techniques of historical investigation and research. Background and preliminary training for the work of the senior tutorial. Two hours, second semester. History Faculty.

203-204. TUTORIAL. Two hours each semester. History Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

LATIN

3, 4. INTERMEDIATE LATIN. Selections from Caesar, Cicero, Vergil stressing the historical development of Rome. Ovid: *The Ars Amatoria*. Also review of grammar and basic composition. Prerequisite: two or three units of secondary school Latin or equivalent. Three credits each semester. Miss Kuschmierz.

101, 102. ADVANCED LATIN. Vergil: *The Aeneid*; Apuleius: *Cupid and Psyche*. Influence and scope of epic literature; the cultural role of mythology. Prerequisite: Latin 3, 4 or exemption of language requirement in Latin. Three credits each semester. Miss Kuschmierz.

MATHEMATICS

Students majoring in mathematics are expected to take a minimum of thirty hours in mathematics including Mathematics 5, 6, 10, 101, 102, 105, 106, 107, and the tutorial. Courses in related subject matter are recommended: e.g. logic, the natural sciences, and the social sciences. Any student intending to pursue graduate study should acquire a reading knowledge of German, French, or Russian.

5. FUNCTIONS AND GRAPHS. An introduction to the elementary functions of mathematical analysis. Graphing of functions. Selected topics from elementary algebra and trigonometry. Inequalities. Application to the solution of problems arising in the sciences. Prerequisite: at least two years of college preparatory mathematics with emphasis on basic algebraic and geometric concepts, principles of deductive reasoning, and mathematical expression. Three credits, first semester. Mr. Beck.

6. ANALYTIC GEOMETRY AND CALCULUS I. Coordinate systems. Vectors. Algebraic equations. Derivatives of scalar- and vector-valued functions. Algebraic and trigonometric functions. Applications. Prerequisite: Mathematics 5, or satisfactory score on Mathematics 5 placement test. Three credits, second semester. Mr. Beck.

10. ELEMENTARY STATISTICS (Identical with Psychology 105). Three credits, first semester. Mr. Foltin.

101. ANALYTIC GEOMETRY AND CALCULUS II. The definite integral. Calculus of logarithmic and exponential functions. Techniques of integration. Applications. Elementary differential equations. Prerequisite: Mathematics 6. Three credits, first semester. Mr. Beck.

102. ANALYTIC GEOMETRY AND CALCULUS III. Calculus of functions of more than one independent variable. Analytic geometry of several dimensions. Multiple integrals. Introduction to vector analysis. Infinite series. Applications. Prerequisite: Mathematics 101. Three credits, second semester. Mr. Beck.

105. INTRODUCTION TO MODERN ALGEBRA. Algebraic systems. Selections from the theory of numbers and the theory of equations. Matrices and determinants. Prerequisite: Mathematics 6. Three credits, first semester. Mr. Beck. 1960-61.

106. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101. Three credits, second semester. Mr. Beck. 1960-61.

107. ADVANCED GEOMETRY. Geometric systems. Projective geometry. Synthetic and analytic methods. Non-Euclidean geometries. Prerequisite: Mathematics 102. Three credits, first semester. Mr. Beck. 1961-62.

119, 120. INDEPENDENT READING. For the exceptional student who has suitable preparation an opportunity to study the subject matter of a course not regularly included in the schedule of courses. Weekly conferences with the instructor. Prerequisite: Mathematics 102 and the permission of the department. Three credits each semester. Mr. Beck.

203-204. TUTORIAL. Three credits each semester.

MODERN LANGUAGES

Requirements for a Major. Students majoring in the department of modern languages are expected to take a minimum of thirty hours in one foreign language, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103, 104 are required of all majors; 101, 102 is a prerequisite to all advanced courses in literature.

The College Language Requirement. (See page 14.) The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the four following conditions:

1. Four years of the same foreign language in secondary school
2. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college
3. Two years of the same foreign language in college
4. A score on the foreign language exemption examination equivalent to the national norm for two years of college study.

The Language Laboratory. A language laboratory equipped with phonographs, Magneticon recording units, and other materials is at the disposal of all students who wish to improve pronunciation and ability to converse in the foreign language. Laboratory work will be required of majors and those who are deficient in good pronunciation, and is recommended for all students.

FRENCH

1-2. **BEGINNING FRENCH.** The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. McLaren.

3, 4. **INTERMEDIATE FRENCH.** Readings in aspects of French civilization and representative literary texts. Review of grammar. Practice in spoken French. Prerequisite: two years of secondary school French or French 1-2. Three credits each semester. Mrs. Russell.

101, 102. **SURVEY OF FRENCH LITERATURE.** An introduction to literature from the medieval epic to the present day. First semester: authors of the Middle Ages, Renaissance and the Classical Period. Second semester: The Enlightenment, Romanticism and Realism through the contemporary period. Lectures and *analyses de textes* supplemented by practice in oral and written French. Prerequisite: French 3, 4 or satisfactory score on French placement test. Three credits each semester. Mr. McLaren.

103, 104. **CONVERSATION AND COMPOSITION.** An advanced course emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Prerequisite: exemption of language requirement in French and permission of the department. Two credits each semester. First semester, Mr. McLaren. Second semester, Mrs. Russell.

105. **PHONETICS.** An advanced course including intensive laboratory work. Training in perception of sound for exactness and effectiveness in oral French. Prerequisite: fulfillment of language requirement in French and permission of the department. Three credits, first semester. Mrs. Russell.

107, 108. **LITERATURE OF THE SEVENTEENTH CENTURY.** The Golden Age. Literary trends in French classicism. First semester: Descartes, Pascal, Corneille. Second semester: Racine, Moliere, and prose writers. Prerequisite: French 101, 102. Three credits each semester. Mrs. Russell. 1960-61.

109, 110. **LITERATURE OF THE EIGHTEENTH CENTURY.** The Age of Enlightenment. The growth of modern thought and criticism. First semester: Montesquieu, Diderot, Voltaire. Second semester: Rousseau, the novel, the theater. Prerequisite: French 101, 102. Three credits each semester. Mrs. Russell. 1961-62.

112. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, Naturalism and Symbolism in poetry, drama and the novel. Hugo, Balzac, Baudelaire, Flaubert, Rimbaud. Prerequisite: French 101, 102. Three credits, second semester. Mr. McLaren. 1961-62.

115, 116. LITERATURE OF THE TWENTIETH CENTURY. Contemporary literature, with emphasis on the drama, from the *Theatre Libre* through the myth writers and existentialism. First semester: main trends in the theatre to 1930; the poetry of Claudel and Valery; the prose techniques of Proust and Gide. Second semester: the theatre from Giradoux to Sartre; the surrealist poets; the prose techniques of Montherlant, Malraux and Camus. Prerequisite: French 101, 102. Three credits each semester. Mr. McLaren. 1960-61.

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: French 101, 102 and permission of the department. Three credits each semester. French Faculty.

203-204. TUTORIAL. Three credits each semester. French Faculty.

GERMAN

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building and reading. The conversational approach to reading is stressed. Three credits each semester. Miss Kuschnierz.

3, 4. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken German. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester. Miss Kuschnierz.

S4. SCIENTIFIC GERMAN. Reading of scientific texts and periodicals. Prerequisite: German 3. Three credits, second semester. Miss Kuschnierz.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Medieval period to the present. First semester: from the twelfth to the nineteenth century, with major emphasis on *Das Nibelungenlied*, the Court Epic and the classical period. Second semester: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism and Naturalism. Lectures and discussion supplemented by practice in oral and written German.

Description of Courses

Prerequisite: German 3, 4 or satisfactory score on German placement test. Three credits each semester. Mr. Davis.

103. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation. Prerequisite: permission of the department. Three credits, first semester. Mr. Davis. 1961-62.

105, 106. THE CLASSICAL PERIOD OF GERMAN LITERATURE. An introduction to the historical and cultural background of the classical period and extensive reading in the literature of German classicism. First semester: reading of representative works of Lessing and Schiller. Second semester: selected works of Goethe, with emphasis on *Faust*. Prerequisite: German 101, 102. Three credits each semester. Mr. Davis. 1960-61.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism and Naturalism. Prerequisite: German 101, 102. Three credits, second semester. Mr. Davis. 1961-62.

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: German 101, 102 and permission of the department. Three credits each semester. German Faculty.

203-204. TUTORIAL. Three credits each semester. German Faculty.

R U S S I A N

1-2. BEGINNING RUSSIAN. Pronunciation, fundamentals of grammar, vocabulary building and reading. The conversational approach to reading is stressed. Three credits each semester. Mrs. Lehrman.

S P A N I S H

1-2. BEGINNING SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mrs. Redick.

3, 4. INTERMEDIATE SPANISH. Readings in aspect of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester. Mrs. Redick.

101, 102. SURVEY OF SPANISH LITERATURE. An introduction

to literature from the medieval epic to the present day. First semester: Medieval, Renaissance, and Golden Age authors, with emphasis on the latter. Second semester: Spanish literature since 1700 with emphasis on 19th and 20th century authors. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3, 4 or satisfactory score on Spanish placement test. Three credits each semester. Mrs Redick.

103, 104. CONVERSATION AND COMPOSITION. An advanced course emphasizing: First semester, correct speech and pronunciation; Second semester; free composition and translation from English texts. Prerequisite: satisfactory score on Spanish placement test and permission of department. Two credits each semester. Mr. Cardona. 1961-62.

109, 110. THE LITERATURE OF SPANISH AMERICA. A study of the literature of the Spanish American countries with main emphasis on: First semester, the Modernista movement; and Second semester, The Contemporary Spanish American Novel. Prerequisite: Spanish 101, 102. Three credits each semester. Mr. Cardona. 1962-63.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis on: First semester, the theatre of Lope de Vega and Calderon de la Barca and their schools; and Second semester, on Cervantes' *Don Quijote*. Prerequisite: Spanish 101, 102. Three credits each semester. Mrs. Redick. 1960-61.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism and Naturalism in poetry, drama and the novel. Duque de Rivas, Larra, Espronceda, Zorilla and Galdos. Prerequisite: Spanish 101, 102. Three credits, first semester. Mr. Cardona. 1961-62.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, Garcia Lorca, A. Machado, J. R. Jimenez, and the principal post-war authors. Prerequisite: Spanish 101, 102. Three credits, second semester. Mr. Cardona. 1961-62.

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: Spanish 101, 102 and permission of the department. Three credits each semester. Spanish Faculty.

203-204. TUTORIAL. Three credits each semester. Spanish Faculty.

MUSIC

A music major must take forty credits in the department of music: twenty-four hours in materials and history of music, and ten hours in applied music. Courses 1-2, 101-102, 111-112, and 121-122 are required of all majors, in sequence, plus the tutorial.

Applied music carries two credits for each hour lesson per week and one credit for each half-hour lesson per week.

All students will receive two of the ten credits in applied music through performance, either in departmental recital or public performance. These performances are scheduled by the department and are rated as one half credit per performance.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the Sophomore year.

Secondary piano instruction is offered for this purpose, if necessary, through the Laboratory School of Music at the financial responsibility of the student.

Applied music fees are listed on pages 106 and 107.

MUSIC AND EDUCATION

Participation in a program combining the areas of music and education must be planned with the chairman of each of these departments.

MATERIALS OF MUSIC

1-2. **ELEMENTARY HARMONY.** A study of scales, intervals, elementary triadic structures in progression and phrase organization correlated with the development of aural and keyboard skill and orientation to various levels of musical expression. Three credits each semester. Mr. Taylor.

101-102. **ADVANCED HARMONY.** Extended harmonic structures, modulation, and chromatic alteration correlated with harmonic analysis, dictation, and keyboard skill. Three credits each semester. Mr. Taylor.

111-112. COUNTERPOINT. Two and three-part melodic technique, chorale ornamentation, canon, invention and elements of the fugue. Three credits each semester. Mr. Taylor. 1961-62.

HISTORY AND LITERATURE OF MUSIC

3. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque Period. Three credits, first semester. Mr. Wichmann. 1960-61.

4. SYMPHONIC LITERATURE OF THE 19TH CENTURY. A presentation of important works of the 19th century illustrating the development of orchestral color and other resources with emphasis on the expanded orchestral imagination of the later composers. Three credits, second semester. Mr. Wichmann. 1960-61.

103. THE GOLDEN AGE OF CHORAL POLYPHONY. The choral tradition of the 16th century presented through the work of the Netherlands composers, Palestrina, the English and Italian madrigalists, and others. Three credits, first semester. Mr. Wichmann. 1961-62.

104. CONTEMPORARY EUROPEAN MUSIC. A study of stylistic tendencies and experimental developments in music of the 20th century through the work of such composers as Stravinsky, Bartok, Milhaud, Schoenberg and those of the newer generation. Three credits, second semester. Mr. Wichmann. 1961-62.

113. OPERA FROM MONTEVERDE TO THE PRESENT. An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theater in Europe and America. Three credits, first semester. Mr. Malfatti. 1961-62.

114. MUSIC IN THE AMERICAS. The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits, second semester. Mr. Wichmann. 1960-61.

117. THE VIENNESE PERIOD: HAYDN, MOZART, BEETHOVEN, SCHUBERT. A selection of provocative works by these composers encompassing the significant features of 18th and early 19th century music. Three credits, first semester. Mr. Wichmann. 1960-61.

118. **THE SOLO SONG.** A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, the songs of Schubert, German Lied, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Three credits, second semester. Mr. Malfatti. 1961-62.

121-122. **HISTORY OF FORM.** The history of music through structural analysis of significant forms as well as the assimilation of historical fact. Elementary problems in musicological research. Three credits each semester. Mr. Shick.

125, 126. **ADVANCED PROBLEMS IN MUSIC.** Special work in musical composition, historical research, or public performance to be scheduled in consultation with the department chairman. Three credits each semester. Music Faculty.

203-204. **TUTORIAL.** The tutorial establishes one of the following categories of study as the area of concentration for each individual major in music after completion of the course requirements:

APPLIED MUSIC: Public recital plus a written discussion of music related in some way to the music performed.

HISTORY OF MUSIC: Project in research.

MUSICAL COMPOSITION: Production of original compositions in varied media, sufficient in quality and length to be presented in public concert.

17, 18. **APPLIED MUSIC.** (Individual instruction)

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles. Mr. Shick.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire and the practical aspects of service playing. Mr. Wichmann.

VOICE I, II, III, IV. The technique of singing, interpretation and a knowledge of representative song literature. Mr. Malfatti.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral and chamber music of all schools. Mr. Stolarevsky.

VIOLA I, II, III, IV. Fundamental principles of technique, style and interpretation. Mr. Stolarevsky.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with teachers of artistic and professional standing within the metropolitan area, primarily through the facilities of the Laboratory School of Music, as described below.

ENSEMBLE

All Ensemble courses are open to the general student body as well as to music majors.

5, 6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. $\frac{1}{2}$ credit each semester. Mr. Malfatti.

The following courses are available in association with the Laboratory School of Music, an affiliate of the Department of Music, serving all age groups within the city and surrounding areas. Participation in these courses must be affirmed immediately after the beginning of the school year.

7, 8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. $\frac{1}{2}$ credit each semester. Mr. Stolarevsky.

9, 10. SINFONIETTA. A study of the literature for chamber and symphony orchestra. $\frac{1}{2}$ credit each semester. Mr. Stolarevsky.

PHILOSOPHY

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in Philosophy and Religion including Philosophy B151-152, Philosophy 101 and Philosophy 102, the tutorial and not less than three, nor more than six hours of courses in Religion.

B151-152. KNOWLEDGE AND VALUES. Mr. Arnett, Mr. Hayes, Miss Taylor. See Basic Curriculum, page 50.

101. HISTORY OF PHILOSOPHY. Ancient and Medieval. A study of philosophical thought in the western world to 1600. Three credits, first semester. Miss Taylor. 1960-61.

102. HISTORY OF PHILOSOPHY. Modern. A study of philosophical thought in the western world since 1600. Three credits, second semester. Miss Taylor. 1960-61.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester. Mr. Hayes. 1960-61.

104. ETHICS. An examination of various types of ethical theory together with discussions of characteristic modern ethical problems. Three credits, second semester. Mr. Arnett. 1961-62.

105. SOCIAL PHILOSOPHY. A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. Mr. Hayes. 1961-62.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits, first semester. Mr. Arnett. 1960-61.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as revealed in works of Emerson, Thoreau, Royce, James, Dewey, and Hocking. Three credits, second semester. 1961-62.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits, first semester. Mr. Arnett. 1961-62.

201, 202. DIRECTED STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester. Philosophy Faculty.

203-204. TUTORIAL. Three credits each semester. Philosophy Faculty.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to fulfill four semesters of work in physical education. One full credit must be taken in each of the following areas: team sports, individual and dual sports, aquatics, dance. If a student possesses a high degree of skill in any area, however, she may exempt that area and elect a course in another area in which she is less skilled.

Restricted physical education students are required to have a statement and medical record which must be submitted by the student's doctor to the Chatham College Health Service no later than the first four weeks of the semester. The college physician makes the final decision concerning the student's physical ability or limitation. Activities for restricted students are planned with the approval of the College Health Service.

Each student enrolled in a sports or dance class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the Purple Seal. Swimming suits, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the college.

Specific course offerings for each area are as follows:

B1. INDIVIDUAL AND DUAL SPORTS. Each course is of seven and one-half weeks' duration and carries $\frac{1}{2}$ credit. Mrs. Blayden and Miss Ver Kruzen.

- 11—Archery
- 13—Badminton
- 15—Bowling
- 16—Fencing
- 18—Golf
- 20—Horseback Riding
- 22—Tennis

B2. TEAM SPORTS. Each course is of seven and one-half weeks' duration and carries $\frac{1}{2}$ credit. Mrs. Blayden and Miss Ver Kruzen.

- 31—Basketball
- 33—Hockey
- 35—Softball
- 37—Volleyball
- 39—Officiating

B3. DANCE. Each course is of one semester's duration and carries one credit. Mrs. Beaman.

- 41—Folk and Square Dance
- 44—Modern Dance (Beginning)
- 45—Modern Dance (Intermediate)
- 46—Modern Dance (Advanced)
- 47—Social Dance
- 49—Tap Dance

B4. AQUATICS. Each course is of one semester's duration and carries one credit. Mrs. Blayden.

- 51—Swimming (Beginning)
- 52—Swimming (Intermediate)
- 53—Swimming (Advanced)
- 54—Life Saving (Red Cross Senior)
- 55—Water Safety (Red Cross Instruction)

63, 64. ADAPTED ACTIVITIES. This course is for physically restricted students unable to complete area requirements of B1, B2, B3, B4. Activities are adapted to individual needs, approved by the College Health Service, and include work in:

- Body Mechanics
- Recreational games and activities
- Aquatics

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum except horseback riding.

The Athletic Association, of which every student is automatically a member, sponsors intercollegiate, inter-class, and inter-dormitory tournaments in all sports and aquatics.

PHYSICS

B1. PHYSICS. See Basic Curriculum, page 48.

2. PHYSICS. A study of the elementary theory and application of electricity, magnetism and light. Three recitations and one two-hour laboratory period per week. Prerequisite: Physics B1. Four credits, second semester. Miss Trammell.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. B105) and the tutorial.

103. AMERICAN GOVERNMENT. A study of American government—national, state and local. Three credits, second semester. Mr. Johnson.

108. STATE AND LOCAL GOVERNMENT. An examination of the principal characteristics of American state and local government. Attention is given to the constitutional bases of state government, forms of city government, popular control and law making, executive and administrative problems, judicial and legal problems, intergovernmental relations, home rule for cities, problems of metropolitan areas and interstate relations. Three credits, second semester. Mr. Keefe. 1961-62.

110. CONSTITUTIONAL LAW. This course will analyze and examine the Constitution of the United States as it has been interpreted by the Supreme Court. Emphasis will be placed on the development of the Constitution in the areas of federalism; Presidential and Congressional powers; the tax, commerce and war powers; due process of law; civil rights and civil liberties and the protection of property. Three credits, first semester. Mr. Johnson. 1960-61.

111. INTERNATIONAL RELATIONS. A course attempting to trace the development and nature of international organizations through the study of the factors, such as historic, current economic, political and ideological problems, which influence the relations among nations. Three credits, first semester. Mr. Chastain. 1961-62.

112. UNITED STATES FOREIGN POLICY. A study of the factors influencing American foreign policies as well as a study of the technique and development of American diplomacy. Three credits, second semester. Mr. Chastain. 1961-62.

113. **SOCIAL PHILOSOPHY.** (Identical with Philosophy 105) A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. Mr. Hayes. 1961-62.
115. **POLITICAL PARTIES.** A study of political parties and pressure groups—their organization, functions, and impact upon public policy formation. Consideration of the demands placed upon party institutions in a democratic society, the theory of responsible party government, and the issue of party reform. Special attention to empirical studies of political behavior. Field work in political campaigns. Three credits, second semester. Mr. Keefe. 1960-61.
116. **THE LEGISLATIVE PROCESS.** A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which shape legislative decisions. Three credits, second semester. Mr. Keefe. 1961-62.
118. **PUBLIC OPINION.** This course will seek an understanding of the nature and formation of public opinion, and of the way in which governments and pressure groups utilize the techniques of propaganda, through analysis of mass communication media, of the basic psychological factors which influence human behavior, and of the structure and operations of typical political, economic and cultural organizations. Three credits, second semester. Mr. Chastain. 1960-61.
125. **COMPARATIVE GOVERNMENT.** A comparative analysis of the rise, organization and functions of the governments of the principal countries of the world. Three credits, first semester. Mr. Chastain. 1960-61.
131. **POLITICAL SCIENCE SEMINAR.** This course offers opportunity for relatively independent and intensive investigation in any of the various areas of political science. Special problems, independent reading or investigation to meet individual interests. Three credits, second semester. Mr. Johnson. 1960-61. Mr. Keefe, 1961-62, first semester.
135. **AMERICAN POLITICAL THEORY.** An analysis of the origin and development of democratic principles, political ideas, and political institutions from Colonial times to the present. Three credits, second semester. Mr. Johnson. 1960-61.
- 203-204. **TUTORIAL.** Three credits each semester. Political Science Faculty.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of thirty hours in the department, including Psychology 101, 102, 105 and 203-204.

101. GENERAL PSYCHOLOGY. A general introduction to the scientific study and understanding of human behavior. Emphasis will be given to those topics which are not covered in the course, Human Development and Behavior. Three credits, first and second semester. First semester, Mr. Foltin. Second semester, Mr. Lackner.

102. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques utilized in psychology. Experiments in the various areas of general psychology will be performed by the student. May be elected only with permission of the instructor. Prerequisite: Psychology 101. Three credits, second semester. Mr. Foltin.

105. ELEMENTARY STATISTICS. Prerequisite: one and one-half years of high school algebra or permission from the instructor. Three credits, first semester. Mr. Foltin.

106. APPLIED PSYCHOLOGY. A course showing the various applications of psychological knowledge to the fields of human endeavor. Prerequisite: Psychology 101 or consent of instructor. Three credits, second semester. Mr. Lackner. 1961-62.

107. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Three credits, second semester. Mr. Koehler. 1960-61.

108. THEORETICAL PROBLEMS OF LEARNING. A consideration of the basic learning process in terms of its major theoretical problems and experimental evidence. Both human and subhuman experimental work will be treated in the course. Prerequisite: Psychology 102. Three credits, second semester. Mr. Koehler. 1961-62.

111. SOCIAL PSYCHOLOGY. A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 101, Sociology 103 or consent of instructor. Three credits, first semester. Mr. Lackner. 1960-61.

113. METHODS OF PERSONALITY ANALYSIS. A study of psychological tests and measurements and an introduction to projective

techniques and the interview. Prerequisite: Psychology 101 and permission of the instructor. Three credits, second semester. Mr. Foltin. 1960-61.

120. ABNORMAL PSYCHOLOGY. A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Restricted to juniors and seniors. Prerequisite: Psychology 101 and permission of the instructor. Three credits, second semester. Mr. Foltin. 1961-62.

151. SYSTEMS OF PSYCHOLOGY. This seminar deals with the history and contemporary theories of psychology. It includes readings in recently published papers insofar as they show current trends. Prerequisite: Psychology 101 and 102. Three credits, first semester. Mr. Koehler.

203-204. TUTORIAL. Three credits each semester. Psychology Faculty.

RELIGION

1. INTRODUCTION TO THE OLD TESTAMENT. A history of the Hebrew people from Moses to the Maccabees with particular attention to the development of Jewish literature and religion. Three credits, first semester. Mr. Eutsler. 1960-61.

2. INTRODUCTION TO THE NEW TESTAMENT. A study of the early Christian community and the literature and religious thought which it produced. Three credits, second semester. Mr. Eutsler. 1960-61.

3. READINGS IN THE OLD TESTAMENT. A study of the selected classics from the Old Testament, e.g., Jeremiah, Job, the Psalms, Proverbs. Three credits, first semester. 1961-62.

4. THE LIFE AND TEACHINGS OF JESUS. The mission and message of Jesus as recorded in the four gospels. Three credits, second semester. 1961-62.

111. RELIGION IN WESTERN CULTURE. Judaism in the Christian Era and the development of Christian thought and practice. Prerequisite: Religion 1 or 3 plus Religion 2 or 4, or by consent of the instructor. Three credits, second semester. 1961-62.

113. RELIGIONS OF THE EAST. Hinduism, Buddhism, Taoism, Confucianism, and Islam. Three credits, first semester. 1961-62.

RUSSIAN

See Modern Language, page 73.

SOCIOLOGY

Students are expected to complete Modern Society before enrolling in Sociology 103, if possible. In addition to Modern Society, 24 hours of sociology are required for a major including Sociology 103, 106, 113 or 114, 130 and the tutorial. Students are also required to take Statistics (Psychology 105) preferably in their sophomore or junior year in order to handle statistical materials in their tutorial.

Majors are also requested to take Economics 103 and Political Science 103 or Psychology 101.

Sociology 103 is a prerequisite for all other courses in Sociology. Courses 103 and 106 are open to sophomores. Other courses are open only to juniors and seniors except by permission of the instructor.

103. **ELEMENTS OF SOCIOLOGY.** Social origins and development; basic characteristics of group life and social organization including the concepts of social structure; class, caste, race; community ecological aspects and institutions. Three credits, either semester. Miss Elliott.

106. **SOCIAL DISORGANIZATION.** An application of sociological principles to the problems of personal, family, community and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism and war. Field trips and special seminars in social problems selected for study. Three credits, first semester. Miss Elliott.

108. **URBAN COMMUNITY.** The characteristic patterning of the contemporary urban community through the world and especially in the U.S. An attempt to understand its present status and problems will be made through an analysis of causative factors of an ecological, cultural, economic and political nature. An analysis of the units of community organization. First hand experience with aspects of urban society will be gained through field trips and through field research. Three credits, second semester. Miss Elliott. 1961-62.

111. **THE FAMILY.** The evolution and development of the family as a social group and a social institution with special emphasis upon the

role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits, first semester. Miss Elliott. 1961-62.

113. GENERAL ANTHROPOLOGY. The physical development of the human species and the nature of present racial groupings. The cultural development of mankind from the Paleolithic period through the initial phases of the "urban revolution." An introduction to the terminology and concepts of cultural structure and process. Three credits, first semester. Mrs. George. 1961-62.

114. GENERAL ANTHROPOLOGY. A survey of recently or presently existent primitive cultures organized according to regions. Particular emphasis on the native cultures of Africa. Analysis of the major currents of thought and theory in contemporary Western anthropology. Three credits, second semester. Mrs. George. 1961-62.

115. COLLECTIVE BEHAVIOR. The study of group phenomena as evidenced in formal and non-formal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revival, political movements, revolutions. Three credits, first semester. Miss Elliott. 1960-61.

118. JUVENILE DELINQUENCY. The nature and extent of juvenile delinquency. Changing legal definitions and modifications in social treatment. An examination of the large body of research data as to the background of delinquents and their subsequent adjustment. Clinical and institutional treatment, and probation work. Preventive projects in delinquency. Field trips. Three credits, second semester. Miss Elliott. 1960-61.

119. RACIAL AND ETHNIC GROUPS. An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. This course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups and their cultural impact on our national life. Three credits, second semester. Mrs. George. 1960-61.

120. CRIMINOLOGY. The evolution of social and legal definitions of crime. Criminal statistics. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction and treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Three credits, second semester. Miss Elliott. 1960-61.

Chatham College

130. **ADVANCED SOCIAL THEORY.** A historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors, but ordinarily this course should be taken in the senior year. Three credits, first semester. Miss Elliott. 1961-62.

131-132. **SOCIOLOGY SEMINAR.** Three credits each semester. 1961-62.

203-204. **TUTORIAL.** Three credits each semester. Sociology Faculty.

SPANISH

See Modern Languages, page 73.

SERVICE UNITS

No Credit

SECRETARIAL STUDIES

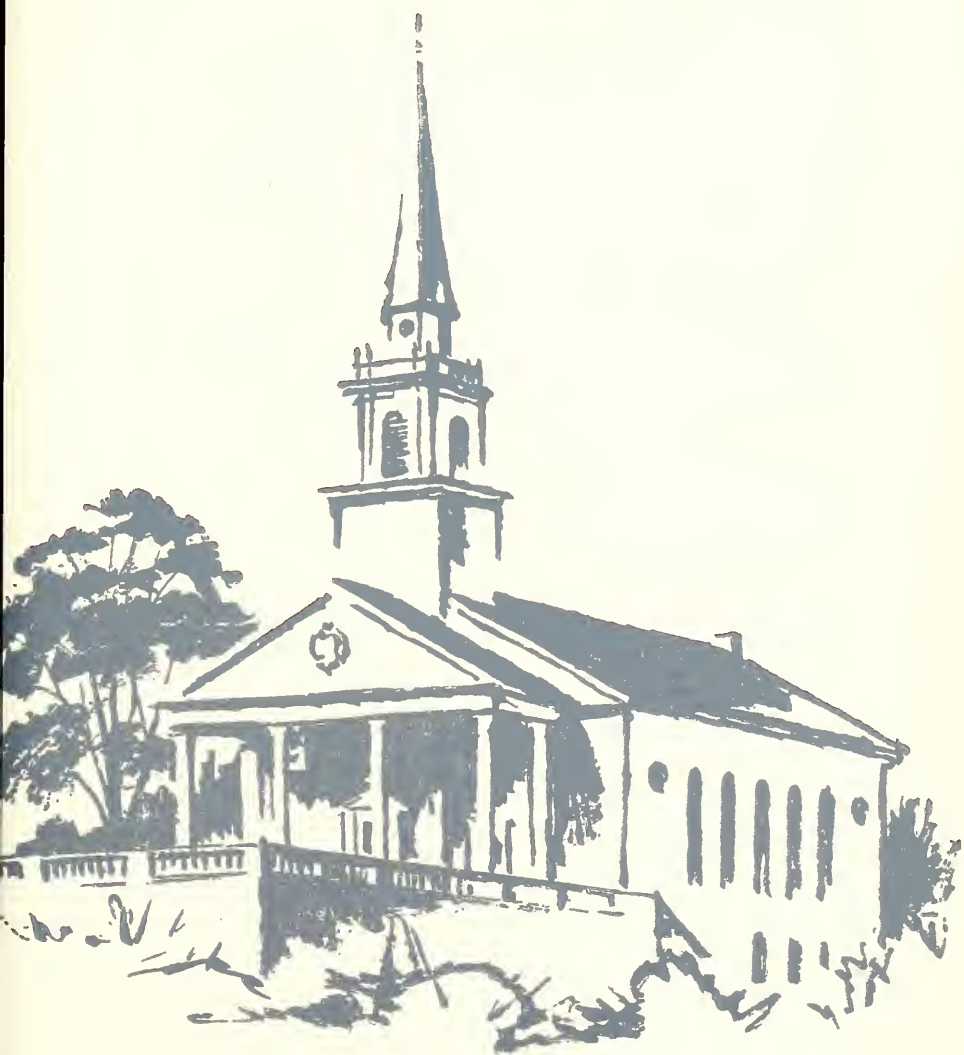
1,2 TYPEWRITING. Instruction given in the technique of operating the typewriter. This is designed for those desiring a working knowledge of typewriting for personal needs or for later professional purposes. Three hours each semester. No credit. Mrs. Weinberg.

3,4 SHORTHAND. A study of the principles of shorthand, the development of a shorthand vocabulary, and with some dictation and transcription. Three hours each semester. No credit. Mrs. Weinberg.

FAMILY LIVING

1,2 TEXTILES AND CLOTHING. A short course in style as related to design, line, color, selection and construction of family clothing. No credit. Mrs. Greene.

3,4 FOODS AND NUTRITION. The principles of nutrition and food preparation for the family. No credit. Mrs. Greene.



COLLEGE PROCEDURES

Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among the candidates for admission those who can successfully carry college work and who are particularly fitted for the Chatham program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific, and artistic.

The factors taken into consideration in the admission of students are quality of preparation, amount of preparation, endorsement of the secondary school principal, enthusiasm for learning, and capacity for further development.

Students who wish to enter Chatham should, in general, take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics, and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is interested in science, she should take more than one unit of science in secondary school plus two or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as a modern language.

Ultimately the total fitness of the student for college work will determine the college selection. In order to help establish this fitness, *applicants are required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board.* It is preferred that all regular applicants take the Scholastic Aptitude Test in December or January and the Achievement Tests in March. It is recom-

mended but not required that candidates for admission also submit the College Board Writing Sample in addition to the SAT and three Achievement Tests. Students may register for either the December 3, 1960 or January 14, 1961 date on which the Writing Sample will be provided at College Board testing centers.

Candidates who have participated in Advanced Placement Program classes organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement tests of the College Board. Advanced placement is offered for satisfactory performance in these examinations. Credit is offered for superior performance.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Board and for having the results of these tests sent to Chatham. Candidates should address all inquiries concerning these tests and applications for taking the Scholastic Aptitude Test, Achievement Tests, and Writing Sample to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey.

A Bulletin of Information containing procedures for filing applications, payment of fees, lists of examination centers, sample questions and answers, etc. may be obtained without charge from the College Entrance Examination Board.

For the year 1960-1961 the College Entrance Examination Board will hold examinations throughout the country on each of the following dates: December 3, 1960; January 14, 1961; February 4, 1961; March 18, 1961; and May 20, 1961. Applications and fees to take the tests should be sent to the College Entrance Examination Board at least three to four weeks in advance of the test date.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions, Chatham College, Woodland Road, Pittsburgh 32, Pennsylvania, requesting an application blank.
2. Complete and return the application blank with a recent photograph to the Admissions Office. A processing fee of ten dollars (\$10.00), which is not refundable, must be enclosed.
3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with the Director or one of the Assistant Directors of Admissions, or with an Alumnae Representative.
4. Take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board and request the Board to report the results of these tests to the college.

The college will send for the secondary school record, the recommendations of the principal, counselor and faculty members best qualified to judge the applicant's academic ability. The applicant's credentials will be presented to the Admissions Committee for its decision.

Early application is advisable in order to assure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

An Early Decision Admission Plan designed to give assurance early in the senior year in high school to able students whose *single* college choice is Chatham is in effect at Chatham

College. Well qualified applicants whose credentials include high school record through the junior year, counselor's and teachers' recommendations, and results of the Scholastic Aptitude Test and three Achievement Tests taken either in the junior year or in August preceding the senior year, will be granted admission as early as November. It is anticipated that the majority of applicants will be considered by the Committee on Admissions at the regular April meeting at which time additional data consisting of the record for the first semester of the senior year and results of the College Board Scholastic Aptitude Test and three Achievement Tests taken in the Senior year will be on file.

For detailed information concerning the Early Decision Admission Plan write to the Director of Admissions.

The Admissions office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday; on Saturday, from 9:00 a.m. to 12 noon. Prospective students and their families are cordially invited to visit the college. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with the Director of Admissions.* This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal Arts Courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form to be secured from the Director of Admissions, Chatham College.
2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham College, and indicating the major subject.
3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.
5. At the close of the semester when entrance is desired, have the college from which the student is transferring send:
 - (a) A final transcript of record.
 - (b) A statement of honorable dismissal.

POLICY CONCERNING NON-DEGREE STUDENTS

Mature applicants who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with a member of the staff of the Dean of Students.

If such a student already holds a degree or has completed some college work, she must submit a transcript of her record

and fulfill college requirements. If she does not hold a degree she must fulfill the entrance requirements of regularly enrolled Chatham students.

Non-degree students may carry a maximum of nine (9) academic hours each semester. A non-degree student must achieve a minimum 2.00 average for the first semester in order to be eligible to continue for a second semester.

A non-degree student may petition the college to become a regular student. If she is accepted, a year's work of not less than twelve hours a semester is required on senior level.

Academic Procedures

GRADES

The letters A,B,C,D,F, and E and I are used to designate the quality of performance. A shows distinguished performance; B indicates superior work; C specifies generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance did not fulfill minimum requirements of the course.

The grade of E indicates that a re-examination is to be permitted. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. Neither of these two grades may be given without the approval of the Dean of Students. Failure to remove the grade of E or I by the end of the first six weeks of the following semester automatically results in failure in the course.

ACADEMIC CREDIT

Courses are valued at $\frac{1}{2}$, 1, 2, 3, 4, or 5 hours of academic credit, as stated in the catalog description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which involve laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation constitute an average academic load. Although the normal program is considered to be 17 credits, students with a B average, 3.00, in the preceding semester and a 2.5 cumulative average may carry 18.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit.

ACADEMIC STANDING

Academic standing refers to the quality of work completed. A student's cumulative average is obtained by dividing the sum of all quality points by the sum of all credits carried. The progress of each student is reviewed by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar makes a report of grades and credit hours earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, upon the completion of the first seven weeks of the first semester, a report of grades earned is sent to each student; duplicates of these latter reports are sent to the parents or guardians of freshmen only.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

FINAL EXAMINATIONS

Unexcused absence from an examination is counted as failure in the examination. Absence from an examination is excused only for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations in the spring or in the fall. The fee for a late examination is five dollars (\$5.00) per course.

COURSE REGISTRATION

Election of courses for the following year is scheduled for the middle of April. Courses may be entered through the first two weeks of any semester on recommendation of the faculty advisor and the individual instructor concerned; no course may be entered after this time. Courses may be dropped through the first six weeks of each semester without incurring an academic penalty, with the exception of seven and one-half week physical education courses. These must be dropped by the end of the third week of classes. If a course is dropped after the time indicated above, unless the reason is illness, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the office of the Dean of Students. Requests for exception may be filed by the student with the Registrar. In cases of serious illness or other emergency, the student must consult with the Dean of Students.

SUMMER STUDY

A student wishing to receive credit for summer study must secure in advance of study the approval of the Committee on Academic Standing of both the course work undertaken and the institution where it will be taken. Application for ap-

proval should be filed with the Registrar preferably in early May, not later than June 1. Six semester or nine quarter hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Sophomores are permitted to apply for admission to one of the various junior year abroad programs. Applicants must have a superior academic record and must give evidence of strong preparation in the language of the country concerned. Students interested in this program should consult the Academic Dean.

SEMESTER IN WASHINGTON

Students with a strong background in political science, a B or better average, and proved ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. The Washington program enables superior junior students to meet the nation's political and governmental leaders, to see the scope of lawmaking operations and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

TRANSCRIPTS

Graduates and students in good standing who withdraw before graduation are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean of Students when a student withdraws voluntarily from college. The official date of withdrawal is the date on which the authorization of withdrawal is received.

DISMISSALS

The college reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or whose continuance in college would be detrimental to her health or to the health of others or whose conduct is not satisfactory. Students of the latter group may be asked to withdraw even though no specific charge may be made against them. Social probationary periods are sometimes used when it is felt to be helpful to the total development and progress of the student.

ACADEMIC PROBATION

Probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The college believes that students on probation should realize that their level of achievement is inadequate or in danger of failing to meet college graduation requirements. With proper application of time, energy, and abilities, students may improve their academic status. The following stipulation, therefore, has been established to provide a framework within which more time and emphasis may be given to academic work: students may not take any major part in extracurricular activities during the period of probation. This includes major offices, play roles, or special activity projects of any kind, and participation in many time-consuming activities.

The Committee on Academic Standing may place a stu-

dent on academic probation at any time during the year. A student may be removed from probationary status at the discretion of the Committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study is four years. All students must carry at least 12 credit hours each semester of the senior year: no allowance is made for work done *in absentia*.

Financial Procedures

CHARGES AND EXPENSES

Since the college catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The college, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1960-61.

F E E S

Application for admission \$ 10.00
In cases in which a student is carrying six hours or less, the application fee is \$5.00. The application fee is not refundable (see page 94) and is not credited on any college bill.

RESIDENT STUDENTS

Charges for resident students for the year:
Comprehensive Tuition, Board and Room* \$2250.00
Student Activities Fee 40.00

\$2290.00

PAYABLE:

Upon acceptance \$ 100.00
On or before opening of college in September 1190.00
On or before January 15 1000.00

\$2290.00

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music (see departmental fees, page 107) and such penalty charges as the \$5 late registration fee, special examination fees, and excess breakage in laboratory courses.

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition	\$1200.00
(see footnote preceding page)	
Student Activities Fee	40.00
	<hr/>
	\$1240.00

PAYABLE:

Upon acceptance	\$ 100.00
On or before opening of the college in September	615.00
On or before January 15	525.00
	<hr/>
	\$1240.00

Non-degree students will be charged at the rate of \$40.00 for each semester hour scheduled.

The advance payment of \$100.00 for returning non-resident students must be paid by June 15. An advance payment of \$25.00 for returning resident students must be paid by April 15, and an additional \$75.00 by June 15. These advance payments ordinarily are not refundable.

The Student Activities fee has been established by the Student Government Association and entitles each student to a copy of the yearbook and the literary magazine, admittance to the Winter prom, the Junior prom, college plays and concerts. It covers the Student Government Association membership fee and that of the Chatham Recreation Association. It also includes the \$3.50 subscription fee for the student paper *The Arrow* and a subscription to the *Minor Bird*, the college literary magazine.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week	\$90.00
One half-hour lesson per week	\$45.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department. For students majoring in music, up to ten hours of instruction will be given at no extra cost. Over ten hours will be given at the above rates.

MEDICAL EXPENSES

The student must make her own arrangements for health and accident insurance. The college has planned for such a program with the Continental Casualty Company. The program is so comprehensive that it has the college's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent by the student.

Fees: \$20 for the academic year

\$26.70 for twelve months

Provision for seven days of infirmary care is included in the resident students' fees. For additional days in the infirmary, there is a charge of \$2.50 a day. A charge is made for medicine if a special prescription is required. The College Physician charges the student for his services and the college bills the student. See Health Services, page 147.

CARE OF PROPERTY

Damage to, or loss of, college property will be charged to the student who is responsible.

A student will be expected to keep her room with a reasonable degree of respectability and cleanliness. In case this is not done, and after the student has been duly warned, the college will assign a maintenance person to clean her room and will make a charge of \$5.00.

EXAMINATION FEES

A student who fails to take an examination at the regularly scheduled time, and this refers to any kind of examina-

tion that the college requires, must pay a late examination fee of \$5.00.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the college. Students may not receive grades and credits until all financial obligations pertaining to that semester have been met in full.

A student may be graduated, receive honorable dismissal, semester grades or a transcript of her college work only after all accounts with the college have been settled.

Charges for students entering college the second semester will be one-half the stated rates for the college year. In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Textbooks and students' supplies may be purchased in the book store.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through the Pittsburgh National Bank, Mellon National Bank and Trust Company, or the Insured Tuition Payment Plan.

Information concerning these programs is available upon request to the Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or other acceptable reasons.

The date of withdrawal is the date on which the Dean is informed of the fact, in writing, by the parent or guardian.

FINANCIAL AID

Financial aid is available to deserving students. The criteria used to determine eligibility for assistance are the following: (1) financial need; (2) academic standing; (3) good work performance; (4) contribution to the community. Financial aid is awarded from \$100 to \$1200 per year.

Four kinds of financial aid are offered to students with real and established need: (1) academic scholarship; (2) grant-in-aid; (3) service scholarship; (4) loan. An academic scholarship or a grant-in-aid is awarded in conjunction with a service scholarship. An academic scholarship is a college award available to students with high academic achievement. A grant-in-aid is available to students who lack the scholastic average necessary for an academic scholarship. It is also an award, although it differs from an academic scholarship in that the maximum amount awarded is less. A service scholarship entails work responsibilities on campus and ranges from \$165 to \$330 per year. The amount of assigned work time varies from six to twelve hours per week. Loans are available to students whose requests for financial assistance cannot be completely met by other forms of aid.

Loans are available from two funds: the National Defense Student Loan Fund and the Chatham College Loan Fund. In the National Defense program, repayment of the

loan begins one year after the borrower ceases to be a full-time student and must be completed within ten years thereafter. Interest accrues at the rate of three per cent per year, effective one year after the borrower ceases to be a full-time student. In the event the borrower becomes a full-time teacher in a public elementary or secondary school, her loan plus interest is canceled at the rate of 10% a year up to five years. The Chatham Loan program subscribes to the same criteria with the exception that repayment and interest begin when the borrower ceases to be a full-time student at Chatham, repayment must be completed within three years, and there is no cancellation for teachers. Regular payments are made to the college Bursar. A schedule of payments should be arranged with the college Bursar before the borrower terminates her attendance at Chatham College.

Freshmen may borrow up to \$300; sophomores, up to \$400; juniors and seniors, up to \$1000.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, the results of the College Entrance Examination Board tests, secondary school record, and personal qualifications. Freshmen applicants for financial aid should complete admission and scholarship forms and return them with a \$10 application and photograph to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply each year for all financial aid. All financial aid awards are reviewed each year upon reapplication by the student and are renewed if her financial

need is the same, if she maintains the required academic average, and if she has fulfilled her service scholarship responsibilities. Applications for sophomores, juniors, and seniors are obtained from the secretary of the Financial Aid Committee in January of each year.

A number of endowed scholarships and scholarships contributed by individuals and groups (see name scholarships) are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

NAME SCHOLARSHIPS

The following scholarships are awarded to upperclassmen subject to the approval of the Committee on Financial Aid.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, president of the college from 1878 to 1894.

THE MARY HAWES NEVIN SCHOLARSHIP fulfills a wish expressed by the late Mary Hawes Nevin, an alumna of the class of 1896, for a yearly scholarship bearing her name.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the college from 1887 to 1906.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the college from 1901 to 1921.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of Chatham College in the class of 1913.

Chatham College

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for a scholarship each year.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the Foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE MITCHELL SCHOLARSHIP was established in 1948 and maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is to be used for a scholarship in music.

THE MARY ACHESON SPENCER SCHOLARSHIP was established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by the Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

ALUMNAE SCHOLARSHIPS are awarded yearly. They are based upon scholarly potential and need. They are made possible by a \$100,000 endowment fund contributed by alumnae and established in 1958. From time to time additional funds for Alumnae Scholarships are made available by the Association or by one or another of the Alumnae Clubs.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

THE DOROTHY B. NEWELL SCHOLARSHIP, established in 1958, provides a total of \$1000 each year for one or more deserving students, preference to be given to students from Warren, Pennsylvania.

THE M. L. BENEDUM SCHOLARSHIPS were established in 1960 for outstanding and deserving students. Preference is given to students from West Virginia.

HERBERT LINCOLN SPENCER ALUMNAE SCHOLARSHIP is awarded in memory of Dr. Spencer, President of Chatham College from 1935 to 1945.

HARRIET DUFF PHILLIPS ALUMNAE SCHOLARSHIP is given in memory of Mrs. John M. Phillips, former alumnae representative on the Chatham Board of Trustees, and noted for her work in both college and civic activities.

LUELLA P. MELOY ALUMNAE SCHOLARSHIP is presented in memory of Miss Meloy, graduate of Chatham College in 1884, and member of the faculty for many years. Miss Meloy pioneered in the teaching of social service.

THE SHALOM AWARD, established in 1960, is to be given annually to an outstanding student of the college who is in need of financial assistance.

SPECIAL CRITERIA SCHOLARSHIPS

The following scholarships are awarded and available to qualified students in all or designated classes.

THE STUDENT GOVERNMENT ASSOCIATION SERVICE SCHOLARSHIP is awarded each year by the S. G. A. to the student who has maintained a high scholastic rank and who has made a contribution of worth to college life. This scholarship was established as a memorial to the late Cora Helen Coolidge, president of the college from 1906 to 1917.

THE BUREAU OF REHABILITATION OF THE COMMONWEALTH OF PENNSYLVANIA awards aid to disabled students. The extent of the assistance is dependent upon the severity of physical disability, financial need and academic standing. The college recommends candidates to the Counselor of the Bureau.

THE PITTSBURGH KINDERGARTEN ASSOCIATION SCHOLARSHIP is awarded each year to a high-ranking member of the junior or senior class majoring in kindergarten education who shows promise in the field of education.

THE WOODS HOLE MARINE BIOLOGICAL LABORATORY SCHOLARSHIP is awarded to a biology major who has done outstanding work. The scholarship covers the annual summer tuition to the Marine Biological Laboratory at Woods Hole, Massachusetts.

Chatham College

BUHL FOUNDATION SCHOLARSHIPS are available to day students in Allegheny County. Candidates must have taken the tests given by the Exceptionally Able Youth Committee of the Civic Club and have placed in the award group.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshmen applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the college and must enroll as a commuting student.

ANNUAL AWARDS

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925. The recipient is a member of the senior class noted for her outstanding contributions and unselfish devotion to the college and to college activities throughout her college course.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, '36, who died while a junior at Chatham College.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in Drama and Speech.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sara Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE AIKEN ART AWARD is given each year for the most meritorious work in the student art exhibit.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is presented to a senior with high academic achievement who has shown outstanding interest in and service to the college and the community.

THE MINOR BIRD AWARDS are presented to the contributors of the best prose and the best poetry for the current edition of the Chatham College literary magazine, *The Minor Bird*.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made each year to a member of the junior class of outstanding rank who has made a real contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music. The recipient is chosen by the Chatham Music Department.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, Class of 1955, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

SPECIAL FUNDS

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis of the Class of 1875. The income from this fund is used for the purchase of books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the college in 1932 through the will of the late Cora Helen Coolidge, former President of the college. The income from this fund is to supply books for the Library.

THE HELEN IRWIN AND JAMES E. MACCLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey of the Class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, an alumna of the Class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948. The income of the fund is to be used to enhance the educational and spiritual life of the college. It may bring visiting lecturers to the campus, facilitate faculty leaves, support new developments in personnel practices or provide for other needs to increase the effectiveness of the college's program.

THE CLASS OF 1956 FUND was established in June, 1956, to provide income for additional books in the Library.

THE CLASS OF 1957 FUND was established in June, 1957, to provide income for additional books in the Library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks, who served as Dean from 1922 to 1952 and as Acting President from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the college to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the college through the effective use of outstanding people with varied backgrounds and interests.

THE MARY E. RIECK FUND, established in 1957, is for the purpose of increasing the library collection.

THE HELEN B. RAUH FUND, established in 1957, provides funds yearly for library acquisitions.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the Trustees of the Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

THE WHERRETT ENDOWMENT FUND was established by the Pittsburgh Foundation in 1957 for the furtherance of artistic appreciation at Chatham College and in Pittsburgh. As long as is feasible the income shall go for an exhibit program open to the public.

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of the Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE MR. AND MRS. WILLIAM G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is for the purpose of providing scholarship aid for deserving students.

THE ETHEL W. KEISTER MUSIC FUND, established in 1957, for the support of worthy projects in the field of music.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE IRENE HEINZ GIVEN PROFESSORSHIP, established in 1958 with funds provided by the Irene Heinz Given and John La Porte Given Foundation, Inc., is a professorship awarded to a superior person in a major field of study. It may be used in any field for one or more years, the purposes being to strengthen the educational program of the college and to attract eminent teachers.

THE HEINZ ENDOWMENT FUND, established in 1957 by the Howard Heinz Endowment, is for the purpose of bringing to the campus distinguished persons in the Arts and Sciences.



ORGANIZATION

Board of Trustees

OFFICERS

ARTHUR E. BRAUN	Chairman
GEORGE D. LOCKHART	Vice Chairman
CHARLES F. LEWIS	Vice Chairman
MRS. ALEXANDER MURDOCH	Secretary
JOHN G. FRAZER, JR.	Assistant Secretary
BURT E. ASHMAN	Treasurer

MEMBERS

TERM EXPIRES 1961

MRS. JAMES A. BELL	THOMAS J. HILLIARD, JR.
MRS. PAUL G. BENEDUM	RICHARD McL. HILLMAN
ARTHUR E. BRAUN	GEORGE D. LOCKHART
RICHARD D. EDWARDS	MRS. MARSHALL S. LUTHRINGER
MRS. GEORGE C. RANDALL	

TERM EXPIRES 1962

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TERM EXPIRES 1963

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EDWARD D. EDDY JR.	CHARLES F. LEWIS
JOHN G. FRAZER, JR.	MRS. ALEXANDER MURDOCH
A. DOUGLAS HANNAH	JOSEPH T. OWENS
MRS. CHARLES F. TRAPP, JR.	

Administration

EDWARD D. EDDY JR., A.B., B.D., Ph.D.	President
<i>Peggy S. Clagett, Secretary</i>	
.....	Dean of the College
BURT E. ASHMAN, Ph.B.	Business Manager
FREDERICK B. EUTSLER, A.B., S.T.M., Ph.D.	Chaplain
<i>Virginia Newman Hagmaier, Secretary</i>	
CATHERINE McELLIGOTT, A.B., A.M.	Staff Assistant
<i>in the President's Office</i>	

STUDENT PERSONNEL

HELEN WHITESIDE, A.B., B.S., A.M., Ed.D.	Dean of Students
<i>with rank of Associate Professor</i>	
<i>Margaret Janisse, Secretary</i>	
<i>Barbara Tener, Secretary</i>	
AMELIA J. BOTSARIS, A.B., A.M.	Assistant Dean
<i>and Director, Dilworth Hall</i>	
KATHERINE WRAGG, A.B.	Director of Placement
<i>and Director, Beatty Hall</i>	
LEE McGREGOR	Social Director
<i>and Director, Mellon Hall</i>	
HARRIET H. KRAUS, A.B.	Director, Woodland Hall
DOROTHY BELL, A.B.	Director, Fickes Hall
E. BELLE FUNKHOUSER	Director, Gateway House
BERTHA M. TREASURE	Director, Benedum Hall

EVALUATION SERVICES

LILY DETCHEN, A.B., A.M., Ph.D.	Director of Evaluation Services
<i>Irene Lawlor, Secretary</i>	

REGISTRAR

AMELIA J. BOTSARIS, A.B., A.M.	Registrar
DOROTHY BELL, A.B.	Office of the Registrar
<i>Dorothea Ritt, Clerk</i>	

PUBLIC AND ALUMNAE RELATIONS

JOHN R. WILSON JR., A.B., A.M.,	Director of Public Relations
<i>Dolores M. Russo, Secretary</i>	
ADRIENNE G. O'TOOLE, A.B.	Assistant to the Director
<i>of Public Relations</i>	
RUTH HUNTER SWISSHELM, A.B.	Alumnae Secretary

ADMISSIONS

PEGGY DONALDSON, A.B.	<i>Director of Admissions</i>
NORA HARLAN, A.B.	<i>Director of Alumnae Relations</i>
EMEYLN T. ROHLFFS, A.B.	<i>Admissions Counselor</i>
CORDELIA SURAN, A.B.	<i>Admissions Counselor</i>
	<i>Correnne Bushee, Secretary</i>
	<i>Vida K. Demas, Secretary</i>
	<i>Louise Goehring, Secretary</i>

BUSINESS OPERATIONS

BURT E. ASHMAN, Ph.B.	<i>Business Manager</i>
	<i>Mary D. Strichko, Secretary</i>
HANNA GUNDERMAN, A.B., M.Ed.	<i>Bursar</i>
	<i>Anna E. Weigand, Cashier</i>
	<i>Florence E. Bayer, Bookkeeper</i>
	<i>Sandra Birch, Secretary</i>
THOMAS MALLOY	<i>Superintendent of Maintenance</i>
JANIS S. GREENE, B.S., M.Ed.	<i>Director of Interior Decoration</i>
POLLY SANDER	<i>Bookstore Manager</i>

LIBRARY

ARTHUR L. DAVIS, A.B., A.M., Ph.D.	<i>Librarian</i>
CHRISTINE M. WALSH, A.B., M.L.S.	<i>Assistant Librarian in Charge of Circulation and Reference</i>
JOAN BECKER	<i>Assistant Librarian in Charge of Technical Service</i>
	<i>Geneva Peterson, A.B., Clerical Assistant</i>

HEALTH SERVICES

J. WATSON HARMEIER, B.S., M.S., M.D.	<i>College Physician</i>
MARY LOUISE RIEFER, R.N.	<i>Resident Nurse</i>

AUDIO-VISUAL MATERIALS CENTER

FREDERIC D. ALDRICH, A.B., A.M., Ed.D.	<i>Director of Audio- Visual Materials Center</i>
VIVIENNE E. CUPPS	<i>Assistant Director</i>
	<i>Dee Anshutz, Librarian</i>
	<i>Anthony Bleichner, Film Inspector</i>

Faculty

EDWARD D. EDDY JR. *President*
 A.B., Cornell University; B.D., Yale University;
 Ph.D., Cornell University
 *Dean of the College*

HELEN WHITESIDE *Dean of Students with rank of*
Associate Professor
 A.B., B.S., East Texas State Teachers College; A.M., West
 Texas State Teachers College; Ed.D., Columbia University.

FREDERICK B. EUTSLER *Chaplain and Associate*
Professor of Religion
 A.B., Berea College; B.D., Union Theological Seminary;
 S.T.M., Ph.D., Yale University

MARY HELEN MARKS, A.B., A.M., L.H.D. *Dean Emeritus*

CARLL W. DOXSEE, A.B., A.M., Ph.D. ... *Emeritus Professor of English*

VANDA E. KERST *Emeritus Professor of Speech*

EFFIE L. WALKER, A.B., A.M. *Emeritus Assistant Professor of History*

HELEN CALKINS, A.B., A.M., Ph.D. *Emeritus Professor of*
Mathematics

LABERTA DYSART, A.B., M.A. *Emeritus Professor of History*

HELENE WELKER, A.B. *Emeritus Associate Professor of Music*

J. CUTLER ANDREWS (1947) *Professor of History*
 A.B., Ohio Wesleyan University; A.M., Ph.D., Harvard Uni-
 versity.

STEPHEN BORSODY (1948) *Professor of History*
 Doctor of Juridical and Political Science, Charles University,
 Prague; University of Budapest.

Dates in parentheses indicate date of appointment

The Organization

- ARTHUR L. DAVIS (1947)*Professor of German*
A.B., Ohio Wesleyan University; A.M., Ph.D., University of Wisconsin; University of Munich; University of Cologne; University of Michigan.
- FRANCES ELDREDGE (1953)*Professor of English*
A.B., Wellesley College; A.M., Tufts College; Ph.D., University of Chicago; Radcliffe College.
- MABEL A. ELLIOTT (1947)*Professor of Sociology*
A.B., A.M., Ph.D., Northwestern University; Bryn Mawr College.
- PHYLLIS MARSHALL FERGUSON (1943)*Professor of Drama*
A.B., Emerson College; A.M., Ph.D. University of Pittsburgh; Yale University; Columbia University.
- EDGAR M. FOLTIN (1949)*Professor of Psychology*
J. U. Dr., Dr. habil., University of Innsbruck; University of Munich.
- CLAUDIUS O. JOHNSON (1960)*Mary Helen Marks*
Visiting Professor (Political Science)
A.B., University of Richmond; A.M., Ph.D., University of Chicago.
- PHYLLIS COOK MARTIN (1935)*Professor of Biology*
B.S., M.S., University of Pittsburgh; Ph.D., University of Illinois.
- ELIZABETH LEE VINCENT (1953)*Professor of Human Development*
A.B., A.M., University of Colorado; Ph.D., Columbia University.
- EARL K. WALLACE (1925)*Professor of Chemistry*
Given Professor
B.S., The Pennsylvania State University; A.M., Ph.D., Columbia University; Harvard University; University of Pennsylvania.
- RUSSELL G. WICHMANN (1946)*Professor of Music*
Mus. B., Lawrence College; M.S.M., Union Theological Seminary School of Sacred Music, Eastman School of Music. Student of LaVahn Maesch, Clarence Dickinson, Marcel Dupré.
- FREDERIC DE LONG ALDRICH (1957)*Associate Professor of Education*
A.B., Willamette University; University of Oregon; A.M., Ed.D., Western Reserve University.
- WILLARD E. ARNETT (1957)*Associate Professor of Philosophy*
A.B., Berea College; A.M., Ph.D., Columbia University.

Chatham College

**RUDOLPH CARDONA (1956) *Associate Professor of Spanish*
Universidad Nacional de Costa Rica; University of California
at Los Angeles; A.B., Louisiana State University; Ph.D.,
University of Washington.

LILY DETCHEN (1948) *Associate Professor*
A.B., A.M., University of Louisville; Ph.D., University of
Chicago.

MILDRED THRONE EVANSON (1945) *Associate Professor*
of Drama
A.B., A.M., University of Wisconsin.

MARGARET K. HILL (1955) *Associate Professor of Education*
B.S., Concord College; M.Ed., Ph.D., Boston University.

*WILLIAM J. KEEFE (1952) *Associate Professor of Political Science*
B.S., Illinois State Normal University; A.M., Wayne University;
Ph.D., Northwestern University.

JAMES C. McLAREN (1956) *Associate Professor of French*
A.B., A.M., Dalhousie University; University of Paris; Ph.D.,
Columbia University.

NATALIE BARISH (1954) *Assistant Professor of Biology*
A.B., Goucher College; A.M., Indiana University; Ph.D., Ohio
State University; Columbia University.

WILLIAM A. BECK (1958) *Assistant Professor of Mathematics*
B.S., Case Institute of Technology; M.S., Ph.D., Purdue Uni-
versity.

PATIENCE TANTON BLAYDEN (1953) *Assistant Professor of*
Physical Education
B.S., Boston University; M.Ed., University of Pittsburgh.

JOHN W. CUMMINS (1954) *Assistant Professor of English*
A.B., A.M., Ohio Wesleyan University; University of North
Carolina; University of Pennsylvania.

J. DALE CHASTAIN (1960) *Assistant Professor of*
Political Science
A.B., College of Wooster; A.M., University of Iowa.

ANN FREEMAN (1958) *Assistant Professor of History*
A.B., Wellesley College; A.M., Ph.D., Radcliffe College; the
American Academy, Rome.

*On leave first semester 1960-61

**On leave 1960-61

The Organization

- FRANK A. HAYES (1957) *Assistant Professor of Philosophy*
DePaul University; A.B., A.M., Stanford University; University
of California; Ph.D., Indiana University.
- JOHN KOEHLER, JR. (1959) *Assistant Professor of Psychology*
A.B., Carleton College; University of Chicago; Ph.D., Tulane
University.
- CALVIN W. LANE (1956) *Instructor in English*
A.B., Amherst College; Williams College; A.M., Ph.D., Univer-
sity of Michigan; Harvard University.
- H. CHESTER MARKLE, JR. (1954) . . *Assistant Professor of Chemistry*
B.S., Franklin and Marshall College; A.M., Ph.D., Carnegie
Institute of Technology.
- MARY A. McGUIRE (1956) *Assistant Professor of English*
A.B., University of Maine; A.M., Columbia University; Oxford
University.
- ALBERT JOHN OSSMAN, JR. (1957) *Assistant Professor of*
Economics and Political Science
A.B., A.M., Syracuse University.
- PATRICIA C. REDICK (1960) *Visiting Assistant Professor*
of Spanish
A.B., A.M., Ph.D., University of Pittsburgh
- OLGA W. RUSSELL (1956) *Assistant Professor of French*
A.B., Connecticut College; Diplôme d'Etudes Francaises, Uni-
versité de Poitiers; Diplôme, Degré Supérieur, Université de
Paris; Middlebury College; A.M., University of California; Bos-
ton University; A.M., Ph.D., Radcliffe College.
- DAVID LOEFFLER SMITH (1955) *Assistant Professor of Art*
A.B., Bard College; A.M., Cranbrook Academy of Art; studied
with Hans Hofman and Raphael Soyer.
- CLIFFORD OLIVER TAYLOR, JR. (1951) *Assistant Professor*
of Music
B.F.A., Carnegie Institute of Technology; A.M., Harvard Uni-
versity.
- MARGARET R. TRAMMELL (1956) *Assistant Professor*
of Chemistry
Texas State College for Women; University of Colorado; B.S.,
M.S., A.M., North Texas State College; M.S., Ph.D., Carnegie
Institute of Technology.

Chatham College

- MARGUERITE VER KRUZEN (1956) *Assistant Professor of Physical Education*
A.B., Barnard College; M.S., Wellesley College; New York University.
- JEROME S. WENNEKER (1946) *Assistant Professor of Drama*
A.B., University of Missouri; M.F.A., Yale University; University of Pittsburgh.
- JEANNE H. BEAMAN (1957) *Lecturer in the Dance*
A.B., University of California at Berkeley; Bennington College; A.M., Mills College.
- KATHERINE GEORGE (1957) *Lecturer in Sociology*
A.B., Ph.D., University of California.
- JANIS S. GREENE (1944) *Lecturer in Family Living*
B.S., Ohio University; M.Ed., University of Pittsburgh.
- JOOST KIEWIET de JONGE (1957) *Lecturer in Astronomy*
Ph.D., Harvard University.
- FRANK M. LACKNER (1959) *Lecturer in Psychology*
B.S., University of Pittsburgh; M.A., Ohio State University; Ph.D., University of Pittsburgh.
- SARA LEHRMAN (1960) *Lecturer in Russian*
A.B., Hunter College; A.M., University of Pittsburgh.
- JOSEF MACEK (1957) *Lecturer in Economics*
Doctor Juris, Charles' University of Prague; University of Berlin.
- JAMES A. McCULLOCH (1960) *Lecturer in Greek*
A.B., Duquesne University; M. Litt., Ph.D., University of Pittsburgh.
- MIHAIL STOLAREVSKY (1948) *Lecturer in Music*
B.S., Technical University, Coethen, Germany; A.M., Imperial Conservatory, Kiev, Russia; University of Cincinnati; Student of Carl Flesch and Michael Press.
- HELEN S. WEINBERG (1958) *Lecturer in Secretarial Studies*
A.B., University of Pittsburgh.
- JERRY L. CAPLAN (1959) *Instructor in Art*
B.F.A., M.F.A., Carnegie Institute of Technology; University of North Carolina; Student of Louis Bouche, Morris Kantor, John Corbino, Byron Browne, John Hovannes.

The Organization

- BENJAMIN H. GRIFFITH** (1957) *Instructor in History*
A.B., Bethany College; A.M., University of Rochester; University of Pittsburgh.
- RUTH L. M. KUSCHMIERZ** (1957) .. *Instructor in German and Latin*
A.B., Erlangen; M.A., University of Pittsburgh; Würzburg.
- LETITIA LANGORD** (1960) *Instructor in Biology*
A.B., Wilson College.
- LORENZO Malfatti** (1956) *Instructor in Music*
Graduate, Juilliard School of Music; Cherubini Conservatory, Florence; Chigiana Musical Academy, Siena; St. Cecilia Conservatory, Rome; St. Cecilia Academy, Rome; Student of Mack Harrell, Rachele Maragliano Mori, Virgilio Mortari.
- CAROL RUECKEL** (1959) *Instructor in English*
B.S., Marquette University; Georgetown University; M.A., University of Chicago.
- ROBERT D. SCHICK** (1959) *Instructor in Music*
Yale University School of Music; Juilliard School of Music; A.B., Swarthmore College; A.M., Columbia University; Eastman School of Music.
- THELMA W. TAYLOR** (1960) *Instructor in Philosophy*
A.B., University of Arkansas; A.M., Columbia University.

DIVISIONAL CHAIRMEN 1959-60

Science	Mr. Wallace
Social Relationships	Mr. Andrews
Humanities	Mr. Davis

DEPARTMENTAL CHAIRMEN 1959-60

Art	Mr. Smith
Biology	Mrs. Martin
Chemistry	Mr. Wallace
Drama	Mrs. Ferguson
Economics	Mr. Ossman
Education	Mr. Aldrich
English	Miss Eldredge
History	Mr. Andrews
Mathematics	Mr. Beck
Modern Languages	Mr. McLaren
Music	Mr. Wichmann
Philosophy and Religion	Mr. Arnett
Physical Education	Mrs. Blayden
Political Science	Mr. Keefe (Mr. Ossman, first semester)
Psychology	Mr. Foltin
Sociology	Miss Elliott

COURSE CHAIRMEN 1959-60

Arts	Miss Eldredge
English Composition	Mr. Cummins
History of Western Civilization	Mr. Borsody
Human Development and Behavior	Mrs. Martin
Modern Society	Mr. Keefe (Mr. Ossman, first semester)
Natural Science B2	Miss Barish and Mr. Hayes
Philosophy of Life	Mr. Arnett
Effective Speech	Mrs. Ferguson
World Issues	Mr. Chastain

STANDING COMMITTEES 1960-61

ACADEMIC STANDING

The Academic Dean, Chairman, (Miss Detchen, Acting); the Dean of Students, and Mr. Andrews, Mrs. Blayden, Miss Botsaris, Miss Donaldson, Mrs. Ferguson, Mrs. Martin, Mr. Lane, and Miss Wragg

ADMISSIONS AND FINANCIAL AID

The Director of Admissions, Chairman; the Academic Dean, (Miss Detchen, Acting); the Dean of Students, and Miss Botsaris, Mr. Davis, and Mr. Wallace

ASSEMBLY BOARD

Mrs. Hill, Mr. Ossman, and Miss Ver Kruzen, plus students

CURRICULUM

The Academic Dean, Chairman, (Miss Detchen, Acting); Mr. Arnett (1961), Mrs. Martin (1961), Miss Trammell (1961), Mr. Aldrich (1962), Mrs. Evanson (1962), Mr. Ossman (1962), Mr. Lane (1963), Miss McGuire (1963), and Mrs. Russell (1963)

LIBRARY

Mr. Davis, Chairman; Miss Barish, Mr. Cummins, Miss Freeman, Mr. Hayes, and Mr. Smith

PRESIDENT'S ADVISORY

Miss Eldredge, (1961), Mr. Keefe (1961), Mr. Hayes (1962), Mr. Taylor (1962) and alternates, Mr. Beck (1962) and Mr. Smith (1962)

PUBLIC OCCASIONS

Director of Public Relations, Chairman; the Business Manager and Miss Freeman, Mr. Taylor, Mr. Wallace, and Mr. Wenneker

RELIGIOUS LIFE

The Chaplain, Chairman; the Dean of Students and Mr. Arnett, Mrs. Ferguson, Mr. Wichmann, and Mrs. Russell

TENURE

The President, Chairman; Miss Eldredge (1961), Mr. Andrews (1961), Mrs. Ferguson (1962), Mrs. Martin (1962), Mr. Davis (1963), and Mr. Wichmann (1963)

TUTORIAL

Mr. Davis, Chairman; Mr. Andrews, Mr. Beck, Miss Freeman, and Mr. Wallace

ALUMNAE ASSOCIATION

The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the college through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Executive Secretary, gathers and publishes information regarding graduates and former students of the college, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The Alumnae Association budget is underwritten by the college. All monies raised through the annual giving program are given to the college to provide scholarship aid for worthy students. Students receiving such aid are designated as Alumnae Scholars.

Several publications are sent to alumnae of the college—*The Alumnae Recorder*, which contains news of the college and its graduates, is a bi-annual publication; *The Alumnae Register*, which is issued at stated intervals, is the alumnae directory; *The Viewbook*, a pictorial magazine, is sent in conjunction with the Public Relations Department, as are certain bulletins which are published during the school year.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually

at the college in the spring. The purposes of the Council are to encourage loyal alumnae and to enlist their active interest in and support of their alma mater; to keep in close touch with the administration of the college and communicate to the Alumnae the progress and needs of the college; and to formulate policy as well as other recommendations to be presented at the Annual Alumnae Association meeting in June.

Two meetings of the entire Association are held each year, one in the fall and one in the spring. The Business Meeting and Class Reunions are on the Saturday preceding Commencement. The programs are educational and cultural, as well as social. The business sessions give members the opportunity actively to support the forwarding of plans and projects of the college. In communities where Chatham Alumnae Clubs are active, programs of educative and social interest are presented.

Alumnae Representatives appointed by the college are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the college, to act as good-will emissaries, and to aid the college in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

OFFICERS

Jane Wood Ziercher	President
Mary Ellen Leigh McBride	First Vice-President
Gertrude Ray Mann	Second Vice-President
Ruth A. Succop	Treasurer
Martha Torrence	Recording Secretary
Margaret Heggie Bryson	Corresponding Secretary
Virginia Ray Randall	Alumnae Trustee
Nora Lewis Harlan	Alumnae Trustee
Carrie Louise Kinzer Trapp	Alumnae Trustee
Ruth Hunter Swisshelm	Executive Secretary

ALUMNAE CLUBS

SOUTHERN CALIFORNIA—Miss Marcella M. Murray ('36), 3671 Stewart Avenue, Los Angeles 66, California.

WASHINGTON, D. C.—Mrs. Jack H. Brown (Doris Warner '52), 715 North Chambliss Street, Alexandria, Virginia.
Mrs. Edward Adelson (Lois Potts '54), 7020 Richard Drive, Burning Tree Valley, Bethesda, Maryland.

CHICAGO, ILLINOIS—Mrs. David T. Christie (Marian Lean '46), 345 Eaton Street, Northfield, Illinois.

BALTIMORE, MARYLAND—Miss Ann M. Morgan '50, 7903 Ellenham Avenue, Towson 4, Maryland.

BOSTON, MASSACHUSETTS—Mrs. Walter V. Weyhmann (Rose Fossee '56), 4 Emmonds Place, Cambridge 38, Massachusetts.

DETROIT, MICHIGAN—Mrs. Thomas H. Claypoole (Patricia Miles '56), 6733 Mansfield Drive, Garden City, Michigan.

NEW JERSEY—Mrs. Arthur L. Cone, Jr. (Joan Nusbaum '49), 655 Prospect Avenue, Little Silver, New Jersey.

BUFFALO, NEW YORK—Mrs. Marne A. Dubs (Carla Gregson x'45), 171 Doncaster Road, Kenmore 17, New York.

MANHATTAN—Miss Mary Virginia Brown '36, 235 East 50th Street, New York 22, New York.

WESTCHESTER COUNTY, NEW YORK—Mrs. V. W. Smith (Jane Linton '49), 11 Columbia Avenue, Hartsdale, New York.

CLEVELAND, OHIO—Mrs. Fred Kidder (Audrey Heston '45), 2986 Claremont Road, Shaker Heights, Ohio.

COLUMBUS, OHIO—Mrs. Carl J. Agriesti (Jane Humphreys '44), 3194 El Paso Drive, Columbus, Ohio.

GREENSBURG, PENNSYLVANIA—Mrs. Edward W. Jesse (Betty Knox '56), 70 Meadowbrook Avenue, Greensburg, Pennsylvania.

Chatham College

HARRISBURG, PENNSYLVANIA—Mrs. Joseph M. Woods (Sally Johnston '58), Apt. 6-B, College Park, Camp Hill, Pennsylvania.

LANCASTER, PENNSYLVANIA—Mrs. Howard B. Flyte, Jr. (Lois Young '51), 1182 Maple Avenue, Lancaster, Pennsylvania.

PHILADELPHIA, PENNSYLVANIA—Mrs. Thomas D. Chew (Jessie Gilbert '48), 401 Drew Avenue, Swarthmore, Pennsylvania.

HOUSTON, TEXAS—Mrs. John H. Chiles (Marie Cohn '48), 5407 San Jacinto, Houston, Texas.

PITTSBURGH REGIONAL GROUPS

DORMONT-MT. LEBANON—Mrs. Gilbert McMaster (Margaret McBride '37), 794 Chalmers Place, Pittsburgh 16, Pennsylvania.

DOWNTOWN—Miss Helen Ryman '24, 50 Academy Avenue, Pittsburgh 28, Pennsylvania.

EAST BOROUGH—Mrs. Robert G. Newton (Janet Murray '42), 6 Bevington Road, Pittsburgh 21, Pennsylvania.

NORTH SUBURBAN—Mrs. Robert L. Smith (Penny Myers '46), 8048 King Road, Allison Park, Pennsylvania.

Mrs. Herbert C. Widdowson (Jane Norman x'32), 119 Delafield Road, Pittsburgh 15, Pennsylvania.

PENN HILLS—Mrs. James J. Johnston, Jr. (Shirley Elliott '51), 813 Norvell Drive, Pittsburgh 35, Pennsylvania.

SOUTH HILLS—Mrs. Nicholas A. Beldecos (Evangeline Seitanakis '52), 1320 Portview Circle, Pittsburgh 27, Pennsylvania.

ALUMNAE REPRESENTATIVES
FOR 1960-1961

CALIFORNIA—Mrs. George C. Alexander (Lois E. Kelly '25) 5006
Merita Place, La Canada, California

Mrs. Emile C. Peter II (Mary Louise Reiber '44), 3152 Hadding-
ton Drive, Los Angeles 6, California

COLORADO—Mrs. Bradford Richardson (Anne Monroe Denigan '50),
4 Cimarron Drive, Littleton, Colorado

CONNECTICUT—Mrs. Warren Anderson (Mary Kay Fletcher '49),
45 Moorland Road, Trumbull, Connecticut

ILLINOIS—Mrs. T. F. Mayer (Lynn Hughes x'59), 1860 Summerton
Place, Northbrook, Illinois

KENTUCKY—Mrs. John B. Uhl, Jr. (D. Jeanne DeHaven '44), 2911
Cambridge, Louisville 5, Kentucky

MARYLAND—Mrs. Edward Adelson (Ina Lois Potts '54), 7020 Rich-
ard Drive, Bethesda, Maryland

Mrs. William Dixon (Helen Starkey '39), 7527 Club Road, Tow-
son, Maryland

MASSACHUSETTS—Mrs. Ferdinand Arens (Margaret Port '28), 14
Chatham Circle, Wellesley Hills 81, Massachusetts

Mrs. D. J. Bailey (Margaret Matheny '42), 53 Kingswood Road,
Auburndale 66, Massachusetts

MICHIGAN—Mrs. Thomas H. Claypoole (Pat Miles '55), 14248 Dale,
Detroit 23, Michigan

Mrs. Charles F. Trapp (Carrie Kinzer '40), 1003 Bedford Road,
Grosse Pointe 30, Michigan

MINNESOTA—Mrs. Benjamin R. Harriman (Mary Stuart Clements
'36), 528 Cretin Avenue, South, St. Paul 16, Minnesota

Chatham College

NEW JERSEY—Mrs. Benjamin B. Stout (Phyllis Ingraham '45), 27 Fairview Avenue, East Brunswick, New Jersey

Mrs. Robert W. Haase (Louise Hamilton '24), 630 Raymond Street, Westfield, New Jersey

NEW YORK—Mrs. N. William Wager, II (Cynthia Fortanier '53), 546 Glen Street, Glens Falls, New York

Mrs. J. Barrie Graham, III (Margaret Christy '40), 44 Windover, Hamburg, New York

Mrs. James A. Caddy (Cleo Bennett x'46), 84 Kilburn Road, Garden City, Long Island, New York

Mrs. Cameron Brown (Katrina Utne '36), Spring Valley Road, Ossining, New York

Mrs. Robert Dieffenbacher (Ruth E. Lenon '29), 35 Concord Road, Port Washington, New York

OHIO—Mrs. LeRoy D. Hall (Nancy Herdt '45), 5667 Belmont Avenue, Cincinnati 24, Ohio

Mrs. William S. McClenahan (Mary Louise Weber '39), 5685 Lytle Road, Cleveland 22, Ohio

Mrs. Carl J. Agriesti (Jane Humphreys '44), 3194 El Paso Drive, Columbus, Ohio

Mrs. Gaylord B. Barnes (Margaret Ann McKee '46), 1537 Mars Avenue, Lakewood, Ohio

Mrs. Raymond D. Otto (Sheila Stevens '57), 4811 Overland Parkway, Toledo 12, Ohio

OREGON—Mrs. W. G. Rohlffs (Emelyn Taylor '27), 252 Berwick Road, Oswego, Oregon

PENNSYLVANIA—Mrs. W. G. Ender (Caroline Hesse '35), 2428 Hansam Court, Bethlehem, Pennsylvania

Mrs. Charles C. Bradley (Patsy Speers '45), 1004 Wilde Avenue, Drexel Hill, Pennsylvania

Mrs. John O. Freeman (Bobby Shatto '54), 901 Lawrence Avenue, Ellwood City, Pennsylvania

The Organization

Mrs. B. Elkins Longwell, Jr. (Elsie McCreery '31), 334 Gardner Street, Johnstown, Pennsylvania

Mrs. Harry M. Stewart (Barbara Senior '54), 942 Pleasure Road, Lancaster, Pennsylvania

Mrs. Gerald Fleming (Mary Louise Egan '46), 97 Carol Street, New Cumberland, Pennsylvania

Mrs. Rowland K. Leonard (Mary Jane Kerr '39), 4 Wyomissing Hills Boulevard, Reading P.O., Pennsylvania

Mrs. John H. Davidson (Estous Lee x'33), 409 East Chestnut Street, Washington, Pennsylvania

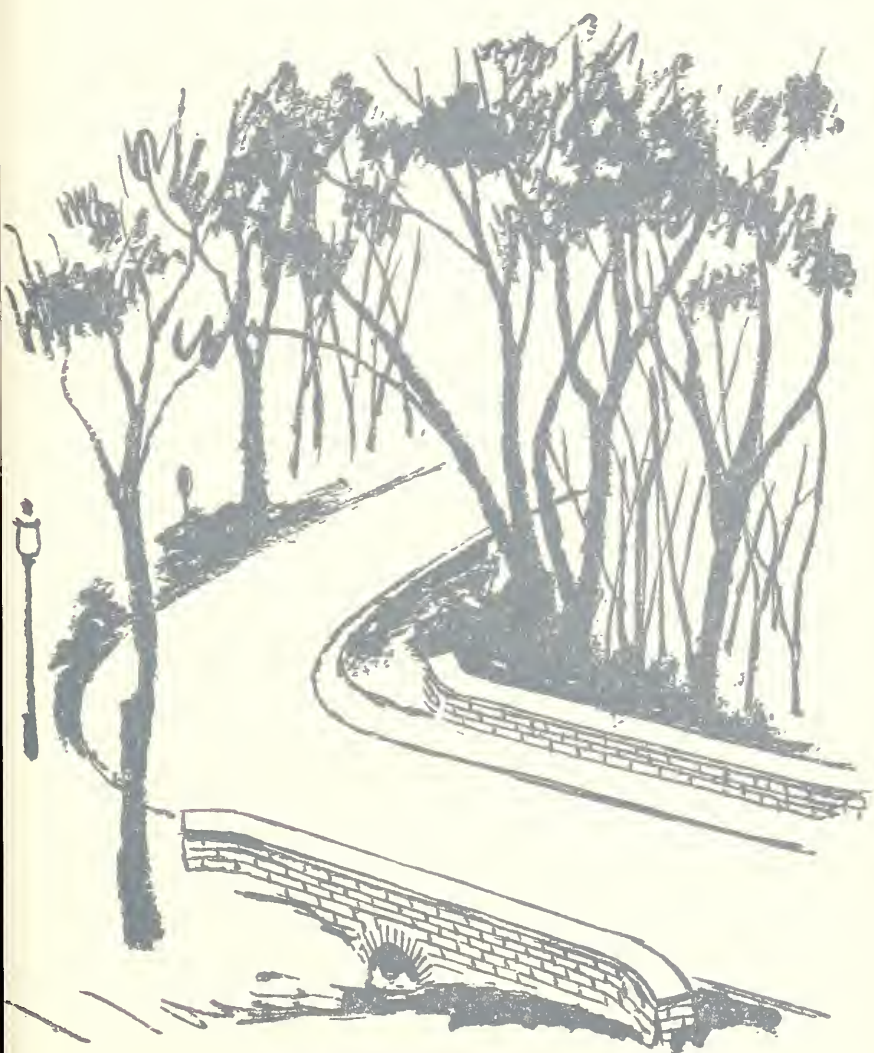
TEXAS—Mrs. Roy W. Walters (Clara Ruth Gokey '17), 4730 Lemmon Avenue, Apartment 59, Dallas 19, Texas

VIRGINIA—Mrs. Norman P. Reichley (Ruth Berkey '34), 5806 Little Falls Road, Arlington 7, Virginia

Mrs. Lester Arnauld Wilson, Jr. (Lillian May McFetridge '39), 1915 Meadowbrook Road, Charlottesville, Virginia

WASHINGTON—Mrs. Harry Truman (Imogene Flanagan '30), 2607 Boyer Avenue, Seattle 2, Washington

WEST VIRGINIA—Mrs. S. Joseph Birshtein (Bessie Rosen '28), 363 Lee Avenue, Clarksburg, West Virginia



GENERAL COLLEGE INFORMATION

Correspondence Directory

Correspondence regarding the general interests of the college should be addressed to the President of the College.

Inquiries regarding the academic work of students, their withdrawal, scholarships and loan funds should be addressed to the Dean of the College.

Requests for catalogues, inquiries regarding admission to the college and the reservation of rooms in the residence halls should be addressed to the Director of Admissions.

Correspondence relating to business matters should be addressed to the Business Manager.

Payment of college fees should be sent to the Bursar. Checks should be made payable to Chatham College.

Correspondence relating to the publicity of the college should be addressed to the Director of Public Relations.

Requests for transcripts of records should be addressed to the Registrar.

Correspondence relating to the alumnae of the college should be addressed to the Secretary of the Alumnae Association.

Those wishing to get in touch with an Alumnae Representative living near their home should consult pages 137-139.

College Calendar

ACADEMIC CALENDAR FOR 1960-1961

Freshman Orientation	Sunday, September 11
Registration for Upperclassmen	Thursday, September 15
Registration for Freshmen	Friday, September 16
Opening of 90th Academic Year	8:30 a.m., Monday, September 19
Matriculation Exercises	Tuesday, September 20
Thanksgiving Holiday	2:20 p.m., Wednesday, November 23 to (November 24) 8:30 a.m., Monday, November 28
Christmas Vacation	2:20 p.m., Friday, December 16 to 8:30 a.m., Wednesday, January 4
Study Day	Friday, January 20
First Semester Examinations	Saturday, January 21 through Saturday, January 28
Second Semester	8:30 a.m., Wednesday, February 1
Spring Vacation	2:20 p.m., Wednesday, March 29 to (Easter—April 2) 8:30 a.m., Monday, April 10
Study Day	Friday, May 26
Second Semester Examinations	Saturday, May 27 through Saturday, June 3
Commencement	Monday, June 5

ACADEMIC CALENDAR FOR 1961-1962

Freshman Orientation	Sunday, September 10
Registration for Upperclassmen	Thursday, September 14
Registration for Freshmen	Friday, September 15
Opening of 91st Academic Year	8:30 a.m., Monday, September 18
Matriculation Exercises	Tuesday, September 19
Thanksgiving Holiday	2:20 p.m., Wednesday, November 22 to (November 23) 8:30 a.m., Monday, November 27
Christmas Vacation	2:20 p.m., Friday, December 15 to 8:30 a.m., Wednesday, January 3
Study Day	Friday, January 19
First Semester Examinations	Saturday, January 20 through Saturday, January 27
Second Semester	8:30 a.m., Wednesday, January 31
Spring Vacation	2:20 p.m., Wednesday, March 21 to (Easter—April 22) 8:30 a.m., Monday, April 2
Study Day	Friday, May 25
Second Semester Examinations	Saturday, May 26 through Saturday, June 2
Commencement	Monday, June 4

Services and Auxiliary Activities

EVALUATION SERVICES

The Office of Evaluation Services is of inestimable worth in refining numerous aspects of the curriculum. It is important to state academic and general college objectives but it is equally important to have the proper instruments by which to measure relative achievement of those objectives. Through the services of this office, the entire college program is studied.

Important in the Chatham program are Exemption Examinations through which the student may establish the right to move on to advanced courses, and in some instances to earn credit, and the General Examination which is designed to help the student integrate her college experience in the senior year.

The Office of Evaluation Services also gathers faculty and student opinion on critical issues, helps to assess qualifications for admissions and for scholarship aid, and diagnoses individual needs and aptitudes.

AUDIO-VISUAL MATERIALS CENTER

The Audio-Visual Materials Center furnishes sound motion pictures to schools, colleges, and organizations throughout Pennsylvania and neighboring states. The Center has approximately 2,500 films, filmstrips, and slides which deal with biology, chemistry, English, geography, history, music, vocational guidance, and many other subjects. It also supplies recreational films for use in school assemblies, P.T.A.s and clubs.

Films are available for use in classrooms on the campus and many members of the faculty use them as a regular part of their class instruction.

HEALTH SERVICE

The health of students is a vital concern to the college. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the College Physician, at the beginning of the college year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the College Physician, the resident nurse has charge of all cases of illness in the college, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The College Physician calls at the college at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care in Pittsburgh is available. The college infirmary had modern equipment and provides for isolation. See Medical Expenses—page 107.

PLACEMENT SERVICE

The college maintains a Placement Service which offers its services both to students and to alumnae. The Director of Placement aids in placing students in part-time and summer employment.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced

musical ability.

Training is based on simple laws of physiology and a scientific mental approach to give the student a clear picture of the problems of performance and a growing confidence through his increased knowledge and ease of accomplishment.

The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent musical educators under the direction of Mihail Stolarevsky.

A Summer Music Day Camp is conducted by the Laboratory School on the Chatham campus. Information concerning this training may be secured by writing to Mr. Mihail Stolarevsky at the college.

CHATHAM COLLEGE

LEGACIES

Former students and all friends of Chatham College who are interested in developing and encouraging an outstanding program of liberal arts are invited to consider the college in the disposition of their estates by will.

FORM OF GENERAL BEQUEST

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____

FORM OF BEQUEST FOR ADDITION TO ENDOWMENT

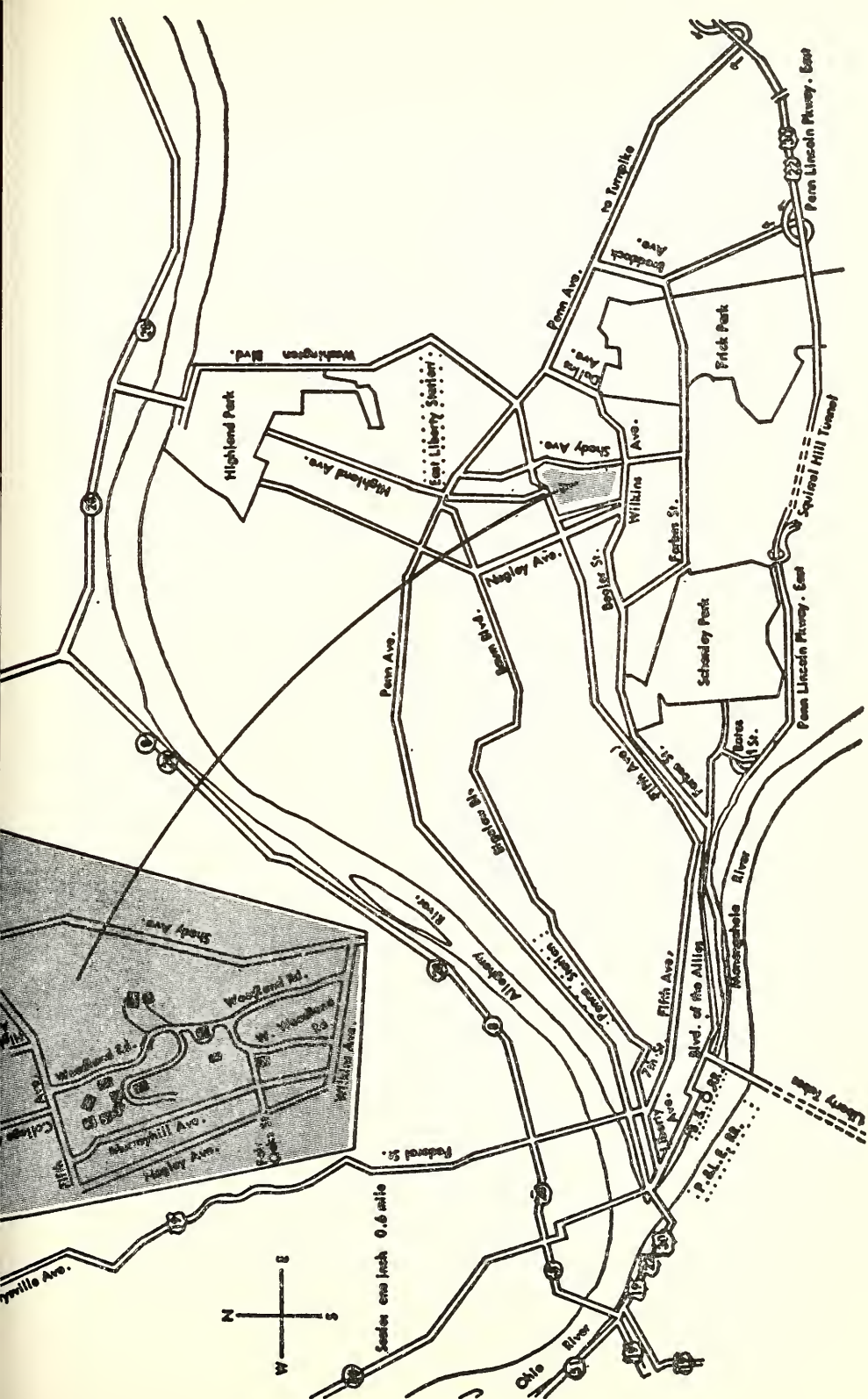
I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____ to be added to the General Endowment Funds of the college.

HOW TO GET TO CHATHAM COLLEGE

The college is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately one hour from the airport.

Driving to the college from the east and west, it is advisable to turn off the Pennsylvania Turnpike at the Pittsburgh interchange and follow Route 22 to the Penn-Lincoln Parkway. Continue on the Parkway to the Braddock Avenue interchange then follow Braddock Avenue to Forbes Street. Turn left on Forbes Street then turn right again off Forbes on to Shady Avenue. Continue to Wilkins Avenue, turn left, and the college entrance is approximately one hundred yards on the right.

When driving to the college from downtown Pittsburgh, the best route is out Bigelow Boulevard, down Baum Boulevard to Negley Avenue. Turn right on Negley and continue to Fifth Avenue. Turn left on Fifth and the college entrance is approximately three blocks on the right.



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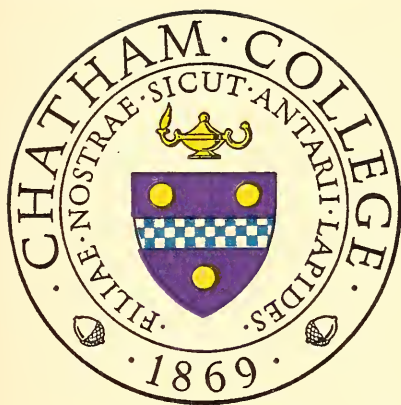
Chatham College

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1961

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COLLEGE

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EDUCATIONAL PROGRAM

The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding, and with a readiness to adjust quickly and easily.

The liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The college program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes, and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reinforced by socially constructive attitudes may be supported by effective action are these:

1. The ability to communicate: this involves reading, writing, listening, and speaking.

2. The ability to solve problems: this involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, presentation of valid conclusions, and the application of conclusions.
3. The ability to express oneself: this involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society:

1. Each individual is an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

There are socially constructive attitudes which can be expected to emerge:

1. Consideration for the viewpoints of others, with freedom from racial, religious, or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative activities of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.
3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where a common curriculum is desirable. There are also spheres of knowledge where individual interests and talents should determine the direction of course election. Let us call these two spheres basic education and individualized

education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities, and the world of values. Furthermore, the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic education curriculum: basic education should be (1) comprehensive, (2) identical for all since it deals with common needs, (3) directive in emphasis, (4) correlated with specialized interests, (5) concerned with the development of social consciousness, (6) challenging to the further use of creative talent and (7) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

AREA I — MAN

HUMAN DEVELOPMENT AND BEHAVIOR. This is a three-hour course which correlates materials concerned with human living. These include certain major concepts in biology, psychology, and social anthropology, which aid in the study of the changing reactions of human beings throughout the life

span. The course is designed to give the student a knowledge of the various structures of the body and their functions resulting in her increased ability to meet the typical problems involved in the social, emotional, and intellectual development of an individual.

AREA II—THE UNIVERSE

THE NATURAL WORLD. This is a one-year requirement in science, the first semester of which is devoted to consideration of the important concepts and methods of one of the special sciences: astronomy, biology, chemistry or physics. The second semester consists of the course *History and Philosophy of Science* which provides insight into the development of the major concepts in science and their relationships to human life.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense, but rather a course dealing with the problems and achievements of our cultural heritage.

MODERN SOCIETY. This is a three-hour course throughout the year and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic, and political problems and institutions and with a method of understanding and analyzing these problems and institutions.

WORLD ISSUES. This is a three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences in the relations among nations. It is taken ordinarily in the junior year.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a four-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry, music and the dance. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a workshop program requiring an evaluation of recommended concerts, plays, novels, art exhibits, and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

KNOWLEDGE AND VALUES. This is a unit of two three-hour courses, one in the sophomore year and another in the senior year. The unit is concerned primarily with problems raised by moral and religious experience and by man's desire for unity in his vision of existence.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This must be accomplished through a proficiency examination or through course work in one of the foreign languages. (See the College Language Requirements, page 65.)

ENGLISH COMPOSITION. This is a two-hour course throughout the year which is correlated with the other courses from which materials will be drawn for practice in the art of writing. More advanced students may complete the requirement in one semester in a course especially designed for them.

EFFECTIVE SPEECH. This is a three-hour, one semester course. It is correlated with Modern Society and other basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four-semester requirement with electives in team sports, individual and dual sports, aquatics, and dance.

The above courses constitute the curriculum of basic education.* In the average student program, they total slightly over half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years. (See graph, page 41.)

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations. Through the exemption examinations a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they have no relationship with one another. Both basic and individ-

*Further description of these courses is to be found on pages 42-45.

ualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate testing and guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter shall be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

It is necessary for the college student to clarify her aims in order to become aware of her own particular abilities and to know the progress she is making. In order to make certain that such information becomes available to the student, the college has an Office of Evaluation Services headed by a full-time director. (See Office of Evaluation Services, page 139.)

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particu-

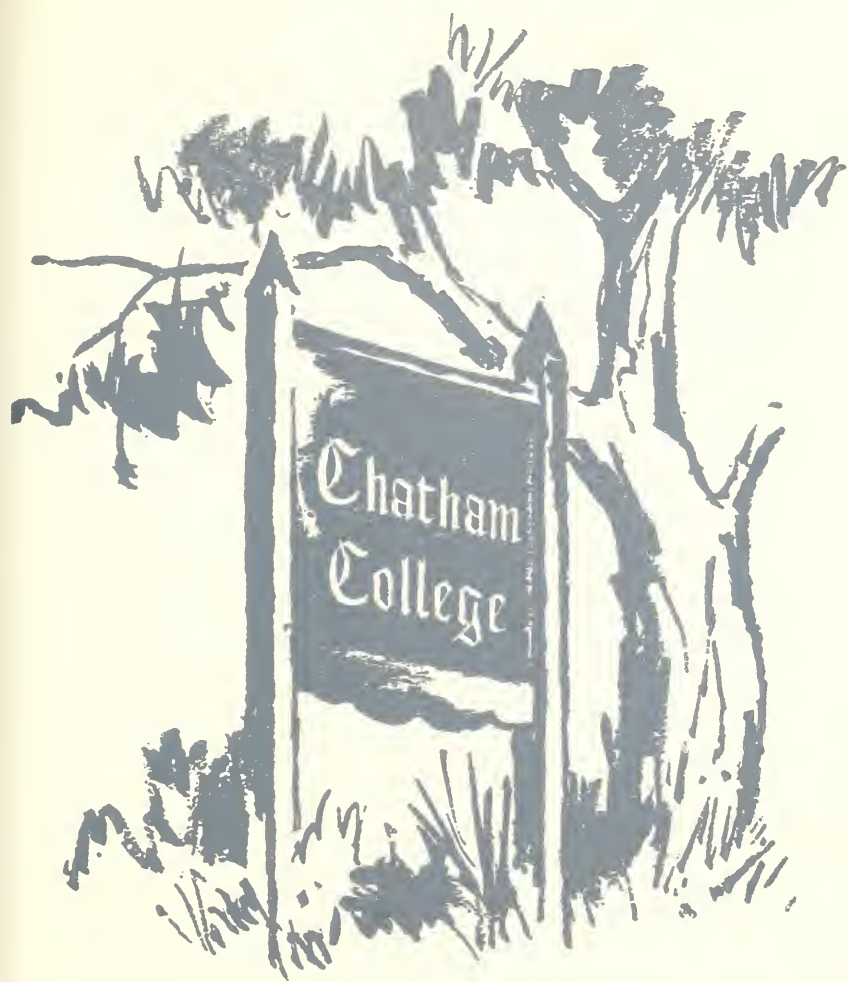
*Further description of these majors is to be found on pages 36 and 37.

lar subject such as American civilization, the modern community, or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors involving six hours of academic credit. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets once a week during the year with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COLLEGE

The College

THE PAST

Chatham College is the result of the efforts of many devoted men and women who have built and are building their lives into it. Its story begins with the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in establishing a college for women in Pittsburgh.

The year was 1869. Founded to offer an educational program to young ladies comparable to the finest offered young men, the college began as Pennsylvania Female College. In its early days it consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the college site. For many years, the college catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a full-fledged college. The college offered courses in languages, both modern and ancient, English language and literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training. A systematic study of the Bible was also required of every student.

From the opening day of the college, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size

of the original building. Included in this structure was a chapel where students were required to attend daily services.

For nearly a score of years, the college consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to "Pennsylvania College for Women," with the action to amend the charter being started through student petition to the Board of Trustees.

The college continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

The following year, the resident students organized a student government program. This, in the form of Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program, but in the spring of 1923 a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 came the Louise C. Buhl Hall of Science. This hall was erected in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions. In the Lower Division, the student was to acquaint herself with the major fields of human thought. In the Upper Division, the student concentrated in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty felt, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the college with the residence and grounds that had belonged to his father, Andrew W. Mellon, former Secretary of the Treasurer and famed financier.

In the following thirteen years, the college saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall, and a new wing which included an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, and three new buildings to replace the original college buildings, providing one of the best equipped small colleges in the country. Benedum Hall was given to the college by the Claude Worthington Benedum Foundation in 1960 in honor of Michael L. Benedum and Sarah Lantz Benedum. This structure, originally named Grey-stone, was the home of the Benedum family for nearly fifty years. Included in the gift were eight acres of property and Gateway House.

Currently the college has an endowment of over eight and a half million dollars.

In 1946, the present curriculum was introduced, a development which placed Chatham among the pioneers in curriculum progress in the post-war period. Chatham is a fully accredited college.

The name "Pennsylvania College for Women" was changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

Since 1869, the institution has grown by the efforts of the men and women who have built their lives into it. To them, present and future students are indebted for the history which they have made and are making.

THE CAMPUS

Following the vision and purposes of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the dual advantage of being within a short distance of the theatre, the museums, the symphony hall, the libraries, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of more than five hundred. The campus also has expanded to meet the growth of the college: there are now thirty buildings on thirty-five acres of rolling, wooded grounds.

Dominating the Chatham landscape* is the Chapel which seats eight hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played for

*See map page 26.

ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, a meditation chapel, a choir room and offices.

Walking around the quadrangle of buildings, one comes next to the James Laughlin Memorial Library which contains more than fifty thousand volumes. Like the Chapel and all buildings in this integral part of the campus, it is Georgian in architecture. The reading room, with its wide tables, individual lights and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and reserve room, the historical room, and seminar and private study rooms.

The Louise C. Buhl Hall of Science is the next stop on the campus tour. The Science Hall has laboratories for the study of chemistry, biology, and physics, as well as a lecture hall with facilities for the use of motion pictures. The science library on the lower floor has approximately four thousand volumes.

A trio of new buildings, dedicated in the spring of 1954, completes the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extracurricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore, and a modern snack bar.

Directly across the drive from Braun Hall is Woodland

Hall, the largest of the five dormitories. In this resident hall are single and double rooms, as well as suites of two rooms. Woodland also houses the college dining rooms. The dining hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere.

Adjacent to Woodland is the newest of the dormitories, Dilworth Hall, a handsome red brick Georgian building housing sixty-six students. Separated from Dilworth by the Mellon orchard is the college infirmary, Lindsay Hall, which once housed the presidents of the college.

The grounds of Lindsay Hall are directly connected to the grounds of the onetime home of Andrew W. Mellon, industrialist and Secretary of the Treasury. Andrew W. Mellon Hall is a residence for a number of seniors and contains bowling alleys and a tiled regulation-size swimming pool.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. The Department of Music utilizes this building which has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road is the three and one-half acre recreation field and the Physical Education Building. This building includes a large gymnasium floor, seminar rooms, classrooms, and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four all-weather tennis courts.

There are also facilities for picnics, and, in the cold weather, the "Lodge" (just off the playing field) with its large living room, open fireplace and kitchenette, is an inviting place for informal gatherings.

Towards Wilkins Avenue on Woodland Road is Gregg House, home of the president of the college.

Returning to the main part of the campus, one next visits four dormitories on the hillsides opposite Woodland

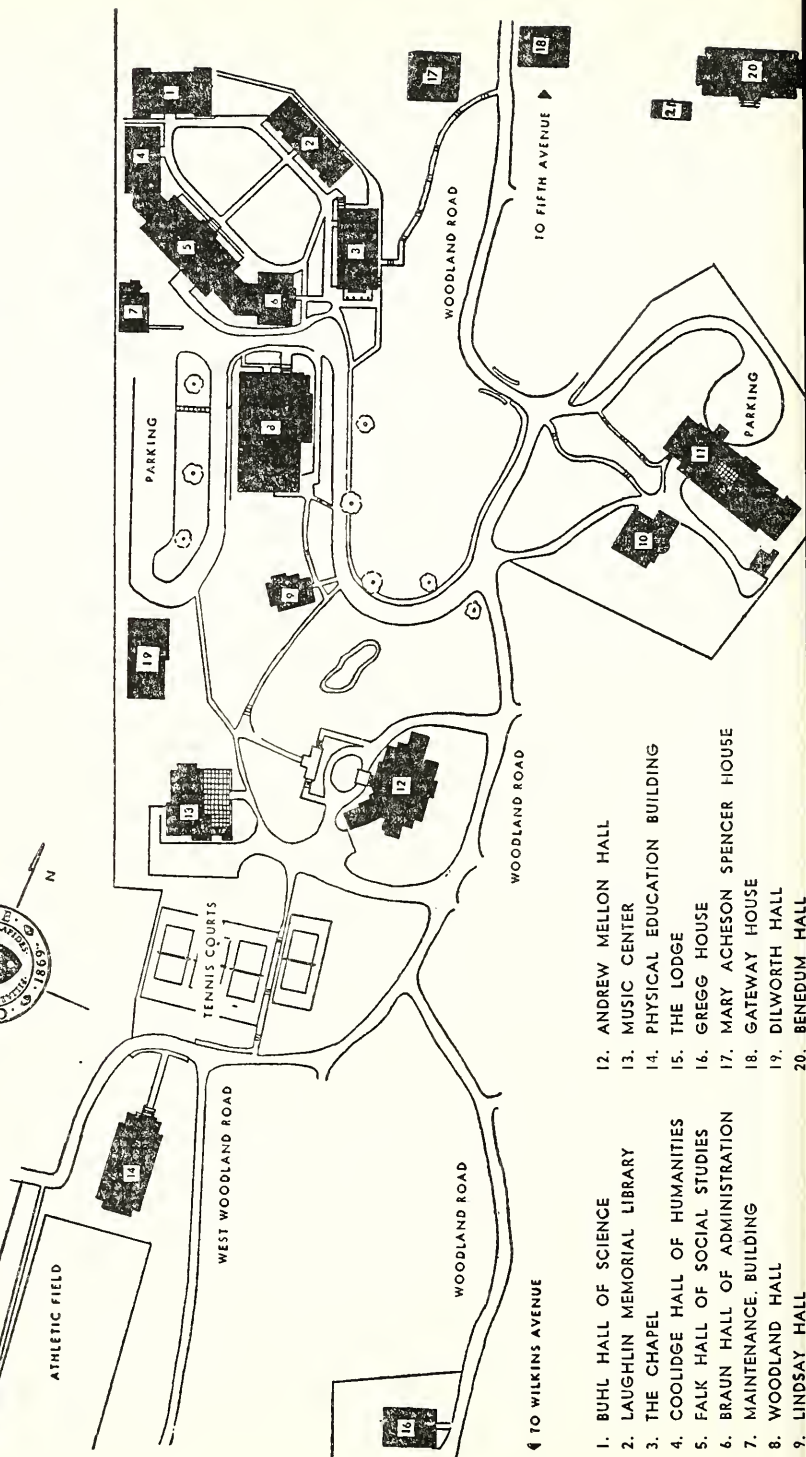
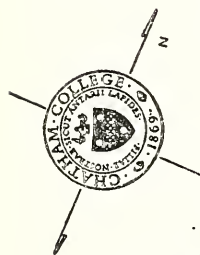
Hall. The two directly across are Fickes and Beatty Halls. Originally family estates, these halls are characteristic of the homelike atmosphere which is one of the most appealing features of the Chatham residence halls.

The third, Benedum Hall, was once the home of oilman Michael L. Benedum. On the grounds of this estate is a spacious Arts Center, well supplied with natural light. Both of these superb buildings are situated high above Fifth Avenue and command an unequalled view of the city's Shadyside and East Liberty districts. Terraced rose gardens connect the grounds of this estate with those of Gateway House, a fine example of American Gothic architecture.

Across Woodland Road from Gateway House is Mary Acheson Spencer House, official residence of the executive dean of the college.

CHATHAM COLLEGE

MAP OF THE CAMPUS



- | | |
|---------------------------------|---------------------------------|
| 1. BUHL HALL OF SCIENCE | 12. ANDREW MELLON HALL |
| 2. LAUGHLIN MEMORIAL LIBRARY | 13. MUSIC CENTER |
| 3. THE CHAPEL | 14. PHYSICAL EDUCATION BUILDING |
| 4. COOLIDGE HALL OF HUMANITIES | 15. THE LODGE |
| 5. FALK HALL OF SOCIAL STUDIES | 16. GREGG HOUSE |
| 6. BRAUN HALL OF ADMINISTRATION | 17. MARY ACHESON SPENCER HOUSE |
| 7. MAINTENANCE BUILDING | 18. GATEWAY HOUSE |
| 8. WOODLAND HALL | 19. DILWORTH HALL |
| 9. LINDSAY HALL | 20. BENEDUM HALL |

THE COLLEGE COMMUNITY

The college community of sixty faculty and more than five hundred students drawn from many states and foreign countries provides variety of experience and yet assures each student a distinctive place and individual consideration. The classes at Chatham are small and the instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty. The tutorial projects give students a direct, close association with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students, and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. They are responsible for a steady flow of significant books. In its membership are artists, musicians, dramatists and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

The students at Chatham are selected for their intellectual curiosity, character, and achievement. Different nationalities are represented each year in the student body. In recent years there have been students from Argentina, Colombia, Egypt, France, India, Iran, Japan, Korea, Lebanon, Pakistan, Peru, Switzerland, and Thailand. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

At Chatham College an attempt is made to have all offerings contribute toward the total educational development of the student. The climate conducive for maximum personal development of each student stems from our faith in and devotion to the Honor Code. Every student, upon admission, automatically accepts the Chatham College Honor Code, a code of living which reflects mutual respect, loyalty to and trust in the college, and acknowledgment of her obligations not only toward herself but toward her fellow classmates and the broader society. "The code" becomes a vital part of each student's daily life. It encourages every student to learn to assume increased responsibility and, in turn, to receive increased freedom.

The community spirit of "honor" pervades every aspect of campus life—being active in all personal relationships, in all social situations, and in all areas of academic and intellectual development. Dominant characteristics of Chatham College are the spirit of unity, intellectual individuality, and friendliness which reflect personal integrity.

The college maintains a carefully planned advisory system. Faculty members serve as counselors to freshmen to advise them toward wise selection of their course work. When the student becomes a junior, one of the professors of her major field serves as her principal advisor, thus providing the student with the opportunity of establishing a closer student-faculty relationship at a more advanced level. Administrative staff members serve as counselors in each dormitory, meeting regularly with student counselors and house officers to discuss dormitory planning and organization.

Dormitory life is an integral part of the total program of the college. Every effort is made to have student rooms and living rooms homelike and pleasant. Students whose parents live outside of Pittsburgh or outside of neighboring communities are required to live on campus. All students, whether resi-

dent or non-resident, may share in every college activity. Much of the social and activity program of the college centers in the dormitories where house dances as well as open houses are held at various times during the year. Non-resident students, in addition to being associate members of dormitories and included in the dormitory program, maintain their own officers and are an active part of the campus life.

All student organizations have one or more faculty advisors chosen by the students. There are a number of faculty-student committees and organizations. Each class at Chatham elects a faculty advisor and the Student Government Association chooses an honorary member from the faculty.

A calendar of activities for the college is provided through the Office of the Dean of Students.

The all-student Recreation Association provides activities such as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, fencing, and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in softball, basketball, and hockey as well as to try out for the "Varsity" which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Recreation Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The *Cornerstone* is the college annual, a pictorial and literary record of student life at the college, while the weekly newspaper, featuring current news of interest, is called *The Arrow*. *The Minor Bird* is an annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct, or take part in the production of a play. The student interested in music finds recreational and educa-

tional openings in the choir, chorus, and in district orchestra groups.

The hour from eleven-thirty to twelve-thirty every Tuesday and Thursday morning is reserved for assembly programs. Student Government, class, and smaller committee meetings are held during these periods. Distinguished lecturers and speakers are invited periodically throughout the year to address the college community.

Chatham College is non-denominational and welcomes students of all faiths.

The college believes that the development of spiritual and moral insight is an integral part of an educational experience. It has weekly chapel service and encourages students to attend the churches of their own choice. The college has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests.

Certain customs have developed through the years into traditions. These include college convocations, Color Day, the annual song contest, the Christmas Candlelight Service, carol singing, and Moving-Up Day.

THE ENVIRONS

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, almost overnight, one of the most interesting and progressive cities in the United States.

Over two billion dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is fortunate to have the cultural facilities of such a city within minutes of the campus.

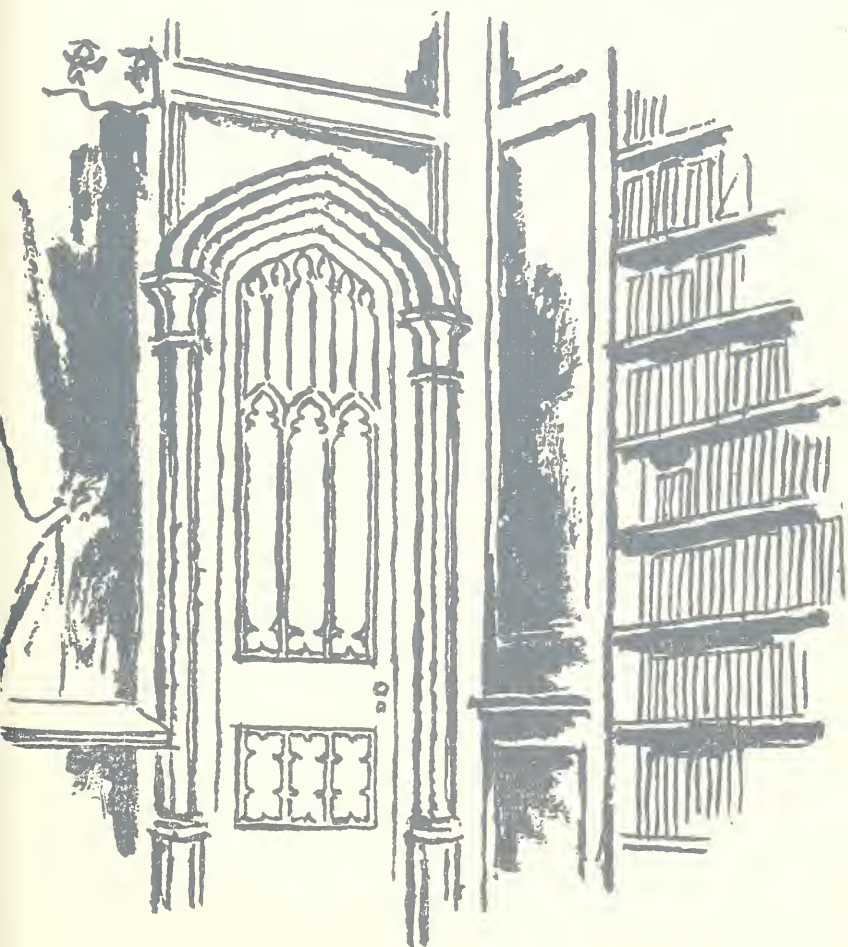
The natural science classes often visit the Buhl Planetarium and the Carnegie Museum. Science majors visit the laboratories of the Mellon Institute—unique in this country for industrial research—and many Chatham students are employed there after graduation. Sociology students work in city settlement houses; education students do student teaching in the surrounding schools; drama students are cast for parts in the productions of the Playhouse and the Civic Light Opera; music students sometimes participate in concerts of the Pittsburgh Symphony.

Many Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, and other recital and concert series.

The International Exhibitions of Contemporary Painting, sponsored in alternate years by the Carnegie Institute, are both world famous and highly influential in the development of artistic appreciation in Pittsburgh. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

At the Nixon Theater, Broadway plays are given and students have the opportunity to see offerings that are occasionally pre-Broadway productions.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation from Chatham College are:

1. The passing of the following required courses* which are to be distributed over the four years.
Human Development and Behavior B1 (3 hrs.)
Natural Sciences B1 (choice of four) and B2 (8 hrs.)
History of Western Civilization B1-2 (6 hrs.)
Modern Society B101-102 (6 hrs.)
World Issues B 105 (3 hrs.)
The Arts B1-2, B101-102 (12 hrs.)
Knowledge and Values B151-152 (6 hrs.)
English Composition B1-2 (4 hrs.)
Effective Speech B1 (3 hrs.)
Physical Education B1, B2, B3, B4, (4 hrs.) (See P.E. p. 76)
2. The demonstration of a reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a tutorial in a major field under the individual supervision of the appropriate faculty member.
5. The successful completion of 124 semester hours.
6. The achievement of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

*A student will be excused from taking any of the required courses in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

DEGREES

THE DEGREE OF BACHELOR OF ARTS

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

THE DEGREE OF BACHELOR OF SCIENCE

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See page 15.)

FIELD MAJORS

Students meeting the requirements for admission to the junior class are offered major work in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology, and Spanish—leading to the degree of Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the section presenting its courses. To the general requirements for graduation and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An interdepartmental major is offered for the superior student who desires as comprehensive an academic program

as possible. By cutting across departmental lines it makes possible many combinations of courses. A student electing this major may combine subjects with reference to individual interests and objectives.

An interdepartmental major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

H O N O R S

At a special Honors Convocation each fall, honors are announced for the senior, junior and sophomore classes. This list consists of those students having a cumulative average of 3.40.

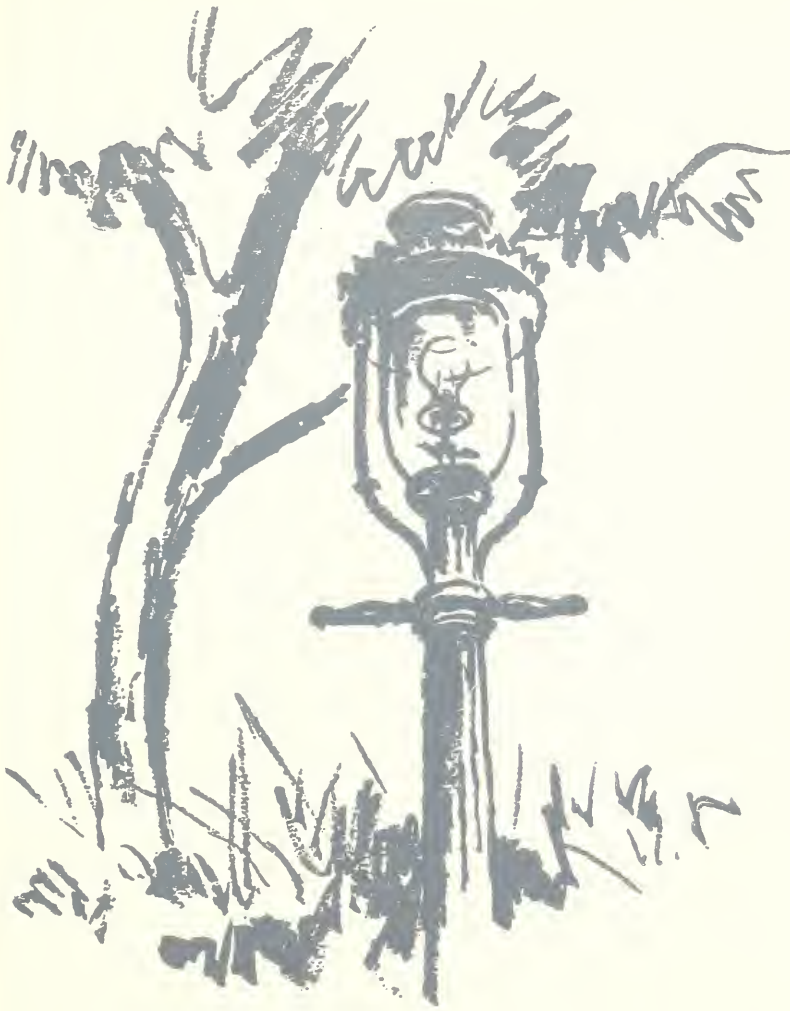
Honors are granted at graduation as follows:

High Honors: a cumulative average of 3.75

Honors: a cumulative average of 3.40

D E A N ' S L I S T

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.



DESCRIPTION OF COURSES

THE CHATHAM COLLEGE CURRICULUM

SENIORS			JUNIORS			SOPHOMORES			FRESHMEN		
KNOWLEDGE AND VALUES (Cont.) 3 hours	TUTORIAL 6 hours	ELECTIVES	WORLD ISSUES 3 hours	ARTS B101-102 6 hours	ELECTIVES	EFFECTIVE SPEECH 3 hours	MODERN SOCIETY 6 hours	ARTS B1-2 6 hours	KNOWLEDGE AND VALUES 3 hours	PHYSICAL EDUCATION 2 hours	ELECTIVES
ENGLISH COMPOSITION 4 hours	HISTORY OF WESTERN CIVILIZATION 6 hours	HUMAN DEVELOPMENT AND BEHAVIOR 3 hours	NATURAL SCIENCE 8 hours	PHYSICAL EDUCATION 2 hours	ELECTIVES						

The titles of all courses in the Basic Curriculum are given above. All students take these unless exempted by examination. Elective courses are chosen by the student in terms of her individual interests, aspirations and capacities.

Description of Courses

BASIC CURRICULUM

AREA I

HUMAN DEVELOPMENT AND BEHAVIOR

B1. The origin, maturation, and optimal development of the bodily structures and functions which underlie human health and behavior. The exploration of basic psychological principles and patterns of development from conception through old age to death. The objective is to enable the student to understand biological and psychological development and to meet effectively the typical problems involved in her physical, social, emotional, and intellectual development. Three credits. Mr. Loiselle and Mrs. Martin.

AREA II

NATURAL SCIENCES

B1. ASTRONOMY. An introduction to man's knowledge of the physical universe with emphasis on how this knowledge was obtained. The solar system, the Milky Way and the universe of galaxies will be treated. Three recitations and a two-hour laboratory period per week. Four credits. Mr. de Jonge.

B1. BIOLOGY. A study of the principles revealed by living organisms—their plan and structure, their functions, relationships and adaption to their living and non-living environment. Three recitations and a two-hour laboratory per week. Four credits. Miss Barish, Miss Langord, and Mrs. Martin.

B1. CHEMISTRY. Observations, hypotheses, theories and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory per week. Four credits. Mr. Wallace.

B1. PHYSICS. A study of elementary theory and application of mechanics, heat, and sound. Three recitations and a two-hour laboratory per week. Four credits. Miss Trammell.

B2. THE HISTORY AND PHILOSOPHY OF SCIENCE. Lectures and discussion on the nature and development of scientific thinking, on selected basic concepts in contemporary science, and on the cosmological interpretations of nature in western thought. Four credits. Miss Barish and Mr. Hayes.

AREA III

SOCIAL RELATIONSHIPS

B1-2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations, and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester. Mr. Andrews, Miss Freeman, Mr. Griffith, and Mr. Savage.

B101-102. MODERN SOCIETY. A course integrating the more salient features of the related disciplines of political science, economics, and sociology in the study of organization and functioning of modern society. Analysis of the leading problems posed for political, economic, and social institutions and the ways in which specific institutions both limit and augment the functioning of other institutions. Three credits each semester. Mr Keefe and Mr. Ossman.

B105. WORLD ISSUES. The purpose of this three-hour semester course is to analyze selected problems of world-wide significance. The specific problems discussed are organized within the general categories of the process of modernization, the threat of totalitarianism, nationalism and imperialism, and the Cold War. Three credits. Mr. Chastain.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A two-year sequence in the humanities taken in the sophomore and junior years. The Arts builds upon the freshman course in History of Western Civilization and leads toward the senior Philosophy course. Although the materials of the course are correlated, they include a semester of art history, a semester of music history, and a year of literature (prose, poetry, and drama).

The Arts emphasizes both distinctions among the several arts and integrating social and aesthetic principles. An awareness of tradition is encouraged through the study of great works of the past, and this study is related, in turn, to the contemporary scene. A program of independent reading and reviews of concerts, plays, art exhibits, and dance recitals in the community helps the student to formulate critical standards and to

develop a personal philosophy. One lecture and two seminars each week. Three credits each semester. Mrs. Brown, Mr. Caplan, Mr. Cummins, Miss Eldredge, Mrs. Evanson, Mr. Lane, Miss McGuire, Mr. Smith, Mr. Taylor, Mr. Weneker, and Mr. Wichmann.

B1-2. THE ARTS. Form and content in the arts. Point of view: the classical temper contrasted with the romantic attitude. Our heritage in the arts as seen in a study of representative works of the Middle Ages, the Renaissance, the Baroque Period, the Age of Reason and the nineteenth century romantic movement.

B101-102. THE ARTS. The modern scene. Functional architecture; realism, impressionism, symbolism, and expressionism; modern dance; the twentieth century search for order and synthesis. A consideration of aesthetic criticism and evaluation in the arts of past and present.

AREA V

ORGANIZATION OF EXPERIENCE

B151-152. PHILOSOPHY. Knowledge and Values. Three hours in the sophomore and three hours in the senior year. A study of problems raised by moral and religious experience. The course requires the student to think critically about traditional views as well as her own values and to attempt a coherent view of her commitments. Mr. Arnett, Mr. Eutsler, Mr. Hayes, and Miss Taylor.

B151. Sophomore year. Three credits either semester.

B152. Senior year. Three credits either semester.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. See page 14 and page 65.

B1-2. ENGLISH COMPOSITION. The course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write correctly. Literary materials are examined not for their own sake, but as examples of effective writing. Two credits each semester. The staff.

B3. ENGLISH COMPOSITION. A course for those students who have already demonstrated their proficiency in writing skills and have exempted English B1. Two credits, first semester. Mr. Lane.

B1. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Speech materials are selected from subjects related to the curriculum and to the community. Required in the sophomore year. Three credits first or second semester. Mrs. Evanson, Mrs. Ferguson, and Mr. Weneker.

B1, B2, B3, B4. PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to develop skill and to provide recreational value in each activity taken throughout the year. One credit each semester. Mrs. Blayden and Miss Ver Kruzen.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order. Courses numbered under 100 are open to freshmen. Generally odd-numbered courses are first semester offerings; even-numbered courses, second semester offerings.

The letter B preceding a course indicates a course in the Basic Curriculum.

If the numbers of a year course are joined by a hyphen — as French 1-2 — the course may not be entered second semester and no credit is given for one semester's work. If the numbers of a year course are separated by a comma — as Art 3,4 — the course may be entered either semester and taken for credit.

If no year is designated after the course description, the course is offered each year.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The college reserves the right to withdraw any course which is not elected by at least six students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

Each student is required to complete a tutorial in her major field.

A R T

Courses in art are both interrelated and related to the Arts Course of the Basic Curriculum. Further, they are designed to provide a broad view of the field. The student's creative work is enriched by the study of art history, and her understanding of art history and criticism, in turn, is informed by direct contact with the materials of art in the studio. Within this framework, however, the student may choose to fulfill the major in art with either of the following programs:

PAINTING AND DESIGN

1, 2 Drawing

3, 4 Oil Painting

5, 6 Design

111 or 112 Sculpture

115 Composition

Six hours in Art History

203-204 Tutorial

ART HISTORY AND CRITICISM

103 Medieval and Renaissance Art

104 Northern European Painting

105 American Art

106 Problems in Twentieth Century Criticism

Six hours in history selected from the following: History 101, 102, 111, 112, 113, 114, 121, and 122

1, 2 Drawing

3 Oil Painting

Three hours of electives selected from: Art 115, 116 and Philosophy 109

203-204 Tutorial in Art History

ART AND EDUCATION

Participation in a program combining the areas of art and education must be planned with the chairman of each of these departments.

Courses may be taken in any sequence, but it is expected that students majoring in art will complete Art 1 through 6 before going on to advanced studio work.

1, 2. **DRAWING.** The study of form, movement, and expressive contour is related to object and figure drawing. Two credits each semester. Mr. Anderson.

3, 4. **OIL PAINTING.** An introduction to pictorial composition in the oil medium. Creative experimentation is encouraged, and at the same time essential disciplines are emphasized in problems involving still-life, landscape, figure painting, and abstraction. Three credits each semester. Mr. Anderson.

5, 6. **DESIGN.** A study of the abstract principles of form, texture, and color relationships together with their functional use in the visual arts today. The student is expected to develop an original point of view as she explores a wide range of aesthetic problems. Three credits each semester. 1961-62. Mr. Caplan.

103. **MEDIEVAL AND RENAISSANCE ART.** Painting, sculpture, and architecture in Europe from 1000 to 1550 A.D. The gradual evolution from medieval attitudes toward a Renaissance point of view is studied, while at the same time each work of art, and the style of each individual period, is considered for its unique and enduring qualities. Three credits, first semester. Mr. Smith. 1962-63.

104. **NORTHERN EUROPEAN PAINTING.** The Renaissance in Northern Europe; the influence of Protestantism on painting; Mannerism and the Baroque style as they developed in the north; and the continuing "Gothic" impulse in the art of the Netherlands, Germany, and Scandinavia. Three credits, second semester. Mr. Smith. 1962-63.

105. **AMERICAN ART.** Art in the United States from the Colonial period to our own time. The course centers in two problems: the orientation of American artists to European culture and the development of national attitudes in our architecture, painting, and sculpture. Three credits, first semester. Mr. Smith. 1961-62.

106. **PROBLEMS IN TWENTIETH CENTURY CRITICISM.** Art since 1900 reviewed with emphasis upon the ideological conflicts and critical problems raised by modern movements. The viewpoint and methodology of the critic, as well as those of the painter, sculptor, and architect, are considered as the student formulates her own standards of judgment. Three credits, second semester. Mr. Smith. 1961-62.

111, 112. **SCULPTURE.** The fundamentals of three-dimensional form are taught in relation to a variety of mediums and problems ranging from abstract design to representation of the model. Three credits each semester. Mr. Caplan. 1961-62.

114. **WATERCOLOR.** Initial training in control of the watercolor medium gives the student a foundation for later experimentation and the development of individual style. Traditional and modern attitudes toward the medium are studied. Three credits, first semester. Mr. Caplan. 1962-63.

115. **COMPOSITION.** Pictorial design taught with emphasis upon formal discipline as an aid to creative expression. The student formulates an expressive goal, analyzes the work of a major painter who has solved a similar problem, establishes principles that may prove helpful in her own work, and proceeds toward her objective in a systematic way. Prerequisite: six hours in drawing, painting, or design. Three credits, first semester. Mr. Smith. 1962-63.

116. **STYLES AND TECHNIQUES.** The study of painting materials, their character and traditional techniques of application with emphasis on the possible relation to the student's creative work. Library study of related material will be stressed. Three credits, first semester. Mr. Anderson. 1961-62.

117. **CERAMICS.** The art of ceramics studied with a view to understanding structural and decorative principles in the designing of abstract sculptural volumes. Imaginative investigation of materials and library study of ancient and modern ceramics are encouraged. Three credits, second semester. Mr. Caplan. 1962-63.

119. **GRAPHIC ART.** An understanding of the graphic arts is developed through the study of prints by Durer, Rembrandt, Goya, and Whistler. The student is encouraged to do advanced composition in black and white and to experiment with such basic graphic processes as etching and wood-engraving. Prerequisite: six hours in drawing, painting, or design. Three credits, second semester. Mr. Smith. 1962-63.

125, 126. **ADVANCED PROBLEMS IN ART.** Individual instruction in advanced projects. The course may be taken only with the permission of the head of the department. Two or three credits each semester. Art Faculty.

203-204. **TUTORIAL.** The art major may choose to do a research paper in the history and criticism of art, or she may combine such an investigation with a related studio project. Three credits each semester. Art Faculty.

BIOLOGY

Students majoring in Biology take Biology B1, which is prerequisite to all other biology courses with the exception of Biology 112, and twenty-six hours of biology including six hours

of tutorial. Another laboratory science, languages, and mathematics are highly recommended.

B1. BIOLOGY. See Basic Curriculum, page 42.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles, and habitats of the invertebrate animals. Two lectures and four hours of laboratory. Four credits, first semester. Miss Barish. 1962-63.

8. COMPARATIVE VERTEBRATE ANATOMY. A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Two lectures and four hours of laboratory. Four credits, first semester. Miss Langord. 1961-62.

9, 10. PLANT SCIENCE. A general study of the plant kingdom of the past and the present. Two lectures and four hours of laboratory. Four credits each semester. Mrs. Martin. 1962-63.

101. GENERAL BACTERIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, distribution, and importance to man. Two lectures and four hours of laboratory. Four credits, first semester. Miss Barish. 1961-62.

107. HISTOLOGY. The macro- and microscopic study of prepared tissues. Two lectures and four hours of laboratory. Four credits, first semester. 1962-63.

108. MICROTECHNIQUE. The preparation and interpretation of tissues by microscopic examination. Two lectures and four hours of laboratory. Four credits, second semester. 1962-63.

109. GENETICS. A study of the principles and cytological mechanisms of inheritance in plants and animals; problems and methods of analysis peculiar to human heredity and to the relationship between genetics and organic evolution. Three lectures and two hours of laboratory. Three or four credits (Biology majors must take four credits), second semester. Miss Barish. 1962-63.

110. VERTEBRATE EMBRYOLOGY. The study of the development of the vertebrate body from fertilization to hatching or birth. Prerequisite: Biology 8 recommended. Two lectures and four hours of laboratory. Four credits, second semester. Mrs. Martin. 1961-62.

112. **EDUCATION CONCERNING MARRIAGE.** Discussion of the social, physical, psychological, economic, legal, and ethical aspects of marriage. This course is not credited toward a biology major. Three credits, second semester. Mrs. Martin. 1961-62.

114. **PHYSIOLOGY.** A study of the functioning of cells, tissues, and organ systems of animals. Two lectures and four hours of laboratory. Four credits, second semester. Miss Barish. 1961-62.

201-202. **TUTORIAL.** Required of juniors majoring in biology. Library training in preparation for Biology 203-204. One hour each semester. Biology Faculty.

203-204. **TUTORIAL.** Two hours each semester. Biology Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry B1, Chemistry 2, 103, 104, 105, 106, either 107 and 108 or 109-110, 201-202, 203-204.

Candidates for the B.S. degree in chemistry will take five one-year courses in chemistry, plus Chemistry 201-202 and 203-204; physics and mathematics through calculus. German 1, 2, 3 and S4 are also required.

B1. **CHEMISTRY.** See Basic Curriculum, page 42.

2. **INORGANIC CHEMISTRY.** A detailed study of the metallic and non-metallic elements and their compounds including theory involved. Two lectures, one recitation, and one two-hour laboratory per week. Four credits, second semester. Mr. Wallace.

103. **QUALITATIVE ANALYSIS.** Theory and laboratory practice involving the separation and identification of anions and cations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits, first semester.

104. **QUANTITATIVE ANALYSIS.** The theory and practice of gravimetric and volumetric analysis including precipitation, acidimetry, alkalimetry and oxidation-reduction determinations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits, second semester.

105. **ORGANIC CHEMISTRY.** A study of the preparations, reactions, and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Prerequisite: Chemistry 2. Two lectures, one recitation, and six hours of laboratory. Five credits, first semester. Mr. Wallace.

106. **ORGANIC CHEMISTRY.** Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: Chemistry 105. Two lectures, one recitation, and six hours of laboratory. Five credits, second semester. Mr. Wallace.

107. **ADVANCED QUANTITATIVE ANALYSIS.** Atomic (electronic) structure of the elements, types of bonding and relation of these to the properties of elements and compounds. Non-aqueous systems. Nuclear chemistry. Prerequisite: Chemistry 104 and 106. Two lectures and six hours of laboratory. Four credits, first semester. Miss Trammell.

108. **BIOCHEMISTRY.** Study of carbohydrates, fats, proteins, and of animal metabolism including the analysis of body fluids, tissues, and catabolic products. Prerequisite: Chemistry 104 and 106. Four credits, second semester. Miss Trammell.

109-110. **PHYSICAL CHEMISTRY.** Properties of gases, liquids, solids, and solutions; thermochemistry; chemical kinetics; electrochemistry and atomic theory. Prerequisite: Chemistry 104, Physics 2, and Mathematics 101 and 102. Two lectures, one recitation, and three hours of laboratory. Four credits each semester.

141, 142. **INDEPENDENT STUDIES.** For the exceptional student, an opportunity to study the subject matter of a course not regularly included. Weekly conferences with the instructor. Prerequisite: Chemistry 106 and the permission of the department. Three credits each semester. Chemistry Faculty.

201-202. **TUTORIAL.** Required of juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One hour each semester. Chemistry Faculty.

203-204. **TUTORIAL.** Two hours each semester. Chemistry Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

DRAMA AND SPEECH

Students majoring in Drama and Speech are expected to take a minimum of thirty hours in the department including Drama 3, 4 and Speech 7; Drama 5-6 or 101-102; Drama 103, 104 or 107, 108 and the tutorial. The student interested in Speech may substitute Speech 8 for a semester of Drama. Effective Speech B1 is not considered part of the major.

Drama

3, 4. INTRODUCTION TO DRAMA. A study of the meaning of the development of drama with focus on the play as theatre. Students participate in play production. Open to first year students. Three credits each semester. Mrs. Ferguson.

5-6. ACTING. A study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Open to first year students with permission of the instructor. Three credits each semester. Mrs. Evanson. 1962-63.

101-102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theatre-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3, 4. Three credits each semester. Mr. Wenneker. 1961-62.

103, 104. DRAMATIC CRITICISM. The theory, practice, and history of selected dramatic criticism; play reading, play going, analysis and critical writing. Three credits each semester. Mrs. Ferguson. 1961-62.

107, 108. COMPARATIVE DRAMA. Advanced studies in the development of the drama from the classical to the contemporary period. Significant plays will be considered in relation to the theatrical and social conditions in which they originated and the permanent ideas they express. Three credits each semester. Mr. Wenneker. 1962-63.

Speech

- B1. See EFFECTIVE SPEECH B1 under Basic Curriculum, page 45.
7. ORAL COMMUNICATION. A course designed to improve the student's own speech, to help her recognize speech problems, and to understand the functional aspects of these problems. Students with minor speech problems receive practical, individually directed aid. Three credits, first semester. Mrs. Evanson. 1961-62.
8. GROUP COMMUNICATION. A study of materials and techniques for group leadership. Discussion, group reading, improvisation, and creative dramatics form the basis for work in the class and for practice situations with community groups. Prerequisite: Speech B1, or permission of the instructor. Three credits, second semester. Mrs. Evanson. 1961-62.
- 203-204. TUTORIAL. Three credits each semester. Drama and Speech Faculty.

ECONOMICS

Students majoring in economics take Economics 103, 104, 109, 119, 120, 203-204 and two of the following: Economics 111, 113, 114. Statistics and/or mathematics is recommended. Courses in other fields will be chosen according to the candidate's special interests after consultation with the chairman of the department.

103. THE AMERICAN ECONOMIC SYSTEM. The study of the development and the characteristics of the contemporary American economy. An analysis of significant concepts and principles influencing production, income, economic cycles, investment, taxation government policy, and the international economy. Three credits, first semester. Mr. Gibson. 1961-62.

104. THE AMERICAN ECONOMIC SYSTEM. A study of the role of supply and demand in the American economy. Emphasis is given to the basic factors influencing the consumer, the influence of the consumer on the economy, and the role of the intelligent citizen in the economic system. Includes retail sales practices, personal taxes, investment, insurance, credit, and the cooperative movement. Three credits, first semester. 1962-63.

109. **MONEY AND BANKING.** The study of systems of currency, credit, types of banks, monetary and credit policy, and systems of central banking. The Federal Reserve System: its organization and the methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization, and its economic and social significance. Three credits, second semester. Mr. Gibson. 1961-62.

111. **MANPOWER ECONOMICS.** A study of the labor supply and its relation to the economy. Particular attention is given to the union movement and labor legislation. Prerequisite: Economics 103 or permission of the instructor. Three credits, second semester. Mr. Ossman. 1961-62.

113. **GOVERNMENT AND THE ECONOMY.** An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester. 1962-63.

114. **INTERNATIONAL ECONOMICS.** The struggle for raw materials and markets, the use of tariffs and subsidies, the role of foreign exchange control, the influence of commodity and capital movements, and the history of commercial policy. Prerequisite: Economics 103. Three credits, second semester. 1962-63.

116. **COMPARATIVE ECONOMIC SYSTEMS.** An understanding of our economic system by its historical development and by comparison with other systems of our era. It proceeds from the feudal system through early to modern capitalism and analyzes its legal framework, technique, business management, and social functions. The Soviet system, Fascism, and Nazism are discussed. In all systems the interaction is observed of the individual initiative and mandatory cooperation. Three credits, first semester. 1962-63.

119, 120. **HISTORY OF ECONOMIC PHILOSOPHY.** The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester. Mr. Gibson. 1961-62.

203-204. **TUTORIAL.** Three credits each semester. Economics Faculty.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary or elementary school certification when they satisfactorily complete the specific requirements of that state and the college major subject requirements for the bachelor of arts degree. All education students are required to take the National Teacher Examinations in their senior year.

In Pennsylvania, the minimum education requirements for the college provisional certificate for secondary school teaching are eighteen semester hours including Education 181, 182, 190, 197, and 199. In addition, it is necessary to have completed at least eighteen semester hours in each subject in which the student wishes to be certified to teach. United States history with emphasis on the history of Pennsylvania (History 161) is required for all teachers in the public schools of the state. This requirement is in addition to the other requirements for a major program.

Students interested in preparation for teaching in art or music require the approval of both the major department and the Education Department.

Students preparing to teach on the elementary level are required to take Education 181, 186, 187, 188, 195, and History 161 (United States history with emphasis on the history of Pennsylvania). They are urged to acquire simple piano skills if they do not already possess them.

181. THE TEACHING ENTERPRISE. Orientation and introduction to education is provided through a general descriptive overview of the field of American education and such materials in the area of educational psychology as the relation of principles of growth and development to the learning process and the procedures in classroom management and control. Three credits, first semester. Secondary and elementary certification. Mr. Aldrich.

182. **THE TEACHING ENTERPRISE.** Study of the history and philosophy of education, principles of guidance and pupil personnel work, and evaluation. Particular emphasis is given to guided observation in the public schools. Three credits, second semester. Secondary certification. Mr. Aldrich.

186. **CURRICULUM AND TEACHING METHODS ON THE ELEMENTARY LEVEL.** The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to language arts, which include reading, writing, speaking and listening. Three credits, second semester. Elementary certification. Mrs. Hill.

187. **GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL.** The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to social studies and children's literature. Three credits, first semester. Mrs. Hill.

188. **GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL.** The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to arithmetic, science, health, curriculum construction and evaluation. Three credits, second semester. Mrs. Hill.

190. **GENERAL AND SPECIFIC TEACHING METHODS ON THE SECONDARY LEVEL.** Principles of secondary education, curriculum construction, methods and materials including the use of audio-visual aids. The course provides a well-rounded preparation for student teaching in various fields. Particular emphasis is given to guided observation in the public schools. Three credits, second semester. Mr. Aldrich.

195. **ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING.** Planned sequential observations and teaching on the elementary level in a public school under the guidance of an experienced cooperating teacher and the staff of the Education Department. Frequent conferences and critiques. Six credits, first semester. Mrs. Hill.

197. **SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING.** Planned sequential observations and teaching on both the junior and senior high levels in a public school under the guidance of an experienced cooperating teacher and the staff of the Education

Department. Frequent conferences and critiques. Six credits, first semester. Mr. Aldrich.

199. SEMINAR FOR SECONDARY SCHOOL TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically, sociologically, and through practical observation. Three credits, first semester. Mr. Aldrich.

203-204. TUTORIAL. Three credits each semester. Major field.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. Freshman composition is not considered part of the major. The minimum requirement includes English 101A, 111A, 121A and one semester of Advanced Writing or Creative Writing, one semester of Shakespeare, and one semester of Major American Writers.

English majors should try to take 101A *before* all specialized courses numbered through 106; 111A *before* all specialized courses numbered through 118; 121A *before* all specialized courses numbered through 124.

B1-2, 3. ENGLISH COMPOSITION. See Basic Curriculum, Page 44.

4. CONTENT AND FORM IN CONTEMPORARY LITERATURE. Studies in twentieth century literature of man's attempt to come to grips with reality—with himself, with deity, society, the life force. Emphasis is placed upon the interrelationship of content and form, whether it be in novel, poem, or play. For freshmen only. Three credits, second semester. Mr. Cummins.

101A. ENGLISH LITERATURE FROM ITS BEGINNINGS TO 1616. Significant works in England, together with Continental influences upon them, from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Three credits, second semester. Miss Eldredge.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore from classical, Northern, and Biblical poetry which still nourish Western thought. Ovid's *Metamorphoses*, *The Iliad*, and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Three credits, second semester. Miss Eldredge. 1962-63.

104. CHAUCER. The minor poems and *Troilus and Criseyde*, as well as *The Canterbury Tales*, with attention to English culture of the medieval period. Three credits, first semester. Miss McGuire. 1962-63.

105, 106. SHAKESPEARE. First semester, the major comedies and historical plays and sonnets; second semester, the major tragedies. Three credits each semester. Miss Eldredge.

111A. ENGLISH LITERATURE FROM MILTON THROUGH THE ROMANTIC ERA, 1616 THROUGH 1832. Significant works in the development of English literature from Milton through the Romantic writers. Poetry, prose, and drama of the seventeenth, eighteenth, and early nineteenth centuries. Three credits, first semester. Mr. Lane.

113. MILTON AND THE METAPHYSICAL POETS. Lyric and reflective poetry of Donne and his followers, and the poetry and selected prose of Milton, with emphasis on the interplay of science and religion in the thought of these poets. Three credits, first semester. Miss Eldredge. 1961-62.

115. THE EIGHTEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Richardson to Scott. Three credits, second semester. Mr. Cummins. 1962-63.

118. THE ROMANTIC WRITERS. Chief writers of the Romantic movement: Blake, Burns, Wordsworth, Coleridge, Keats, Byron and Shelley, with some attention to the prose writers of the period. Three credits, first semester. Mrs. Brown. 1961-62.

121A. ENGLISH LITERATURE, 1832-1900. Works representative of important cultural developments of the period from Arnold to Pater. Three credits, second semester. Miss McGuire.

122. THE VICTORIAN POETS. Intensive reading in the major poets of the period from Tennyson and Browning to Hardy. Three credits, first semester. Miss McGuire. 1962-63.

124. **THE NINETEENTH CENTURY NOVEL.** The development of the English novel as a literary form and as a reflection of the age, from Dickens to Butler. Three credits, second semester. Mr. Cummins. 1961-62.

125, 126. **MAJOR AMERICAN WRITERS.** First semester: from the Colonial Period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Second semester: from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, Crane, Frost, Eliot, and Faulkner. Three credits each semester. Miss McGuire.

128. **TWENTIETH CENTURY WRITERS.** Close reading of the poetry and fiction of the following English and American writers: Yeats, Joyce, D. H. Lawrence, Faulkner, Eliot, Dylan Thomas, and Wallace Stevens. Three credits, second semester. Mr. Lane.

131, 132. **ADVANCED WRITING.** Advanced composition, both descriptive and expository, with emphasis on denotation and connotation, on phrasing and sentence structure, and on the organization of larger writings. Three credits each semester. In 1961-62 offered in second semester only. Mrs. Brown.

133, 134. **CREATIVE WRITING.** Various types of original composition, primarily the short story. Analysis of conventional and experimental types of writing. 133: Three credits, second semester. Mr. Cummins. 1961-62. 134: 1962-63.

203-204. **TUTORIAL.** Three credits each semester. English Faculty.

FRENCH

See Modern Languages, page 65.

GERMAN

See Modern Languages, page 65.

GREEK

1-2. **BEGINNING GREEK.** Grammar, composition, and selected readings from the classics. Open to all students. Three credits each semester. Mr. McCulloch.

3, 4. INTERMEDIATE GREEK. Xenophon: *Anabasis*; Plato: *Apologia*, *Crito*, and *Phaedo*. Selected readings in Greek historical and philosophical writing. Review of grammar and composition. Three credits each semester. Mr. McCulloch.

HISTORY

Students majoring in history are required to take a minimum of three year-courses in the department (exclusive of History of Western Civilization) plus the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval History, and Modern European History.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended. Students planning to take graduate work in history should be aware of the fact that a reading knowledge of the French and German languages is required of most candidates for an advanced degree in the better postgraduate institutions.

B1-2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 43.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the Ancient Near East; origins of science, religion, and law; the philosophic enterprise and political development of the Greeks; arts and archaeology of the period. Three credits, first semester. Miss Freeman. 1961-62.

102. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late-antique world, including its art and archaeology. Three credits, second semester. Miss Freeman. 1961-62.

111. HISTORY OF THE EARLIER MIDDLE AGES. Background in the patristic period; decline of Roman institutions; influx of new peoples and the formation of a feudal society; the Church and its influ-

ence; learning, literature and the arts of the period. Three credits, first semester. Miss Freeman. 1962-63.

112. HISTORY OF THE LATER MIDDLE AGES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflicts between church and state; learning, literature and the arts of the period. Three credits, second semester. Miss Freeman. 1962-63.

113. HISTORY OF EUROPE FROM 1500 to 1713. A survey of developments in Europe from the Age of the Reformation to the Peace of Utrecht. The course includes political, religious, economic, and social, as well as intellectual, developments. Three credits, first semester. Mr. Savage. 1961-62.

114. HISTORY OF EUROPE FROM 1713 to 1815. A survey of the Age of the Enlightenment, the rise of Prussia and Russia, the French Revolution, and the Napoleonic period. Three credits, second semester. Mr. Savage. 1961-62.

121. NINETEENTH CENTURY EUROPE. The conflicting forces of conservatism, liberalism, nationalism, socialism, and imperialism from the Congress of Vienna (1815) to the First World War (1914). While the accent is on political history, due consideration is also given to social, economic, cultural, and intellectual developments. Three credits, first semester. Mr. Borsody. 1962-63.

122. TWENTIETH CENTURY EUROPE. The First World War (1914-1918) and the peace settlement. Domestic and international developments of the interwar period; the struggle between democracy and tyranny. The Second World War (1939-1945) and the postwar era; changes in the political and social structure of the Continent. Three credits, second semester. Mr. Borsody. 1962-63.

131. HISTORY OF EARLY MODERN BRITAIN. The historic growth of characteristic British institutions and culture out of Celtic and Anglo-Saxon origins through the 18th century. Major attention is given developments consequent to the Tudor Era, including the First British Empire, with appropriate emphasis upon social, economic, and intellectual as well as political change. Three credits, first semester. Mr. Griffith. 1961-62.

132. HISTORY OF MODERN BRITAIN, THE EMPIRE, AND COMMONWEALTH. The continuing development of British institutions and culture through the 19th and 20th centuries. Domestic political reform, economic and social change, intellectual ferment, and the rise, decline and transformation of empire are emphasized. The conclusion stresses evaluation of the British contribution to and role in contemporary civilization. Three credits, second semester. Mr. Griffith. 1961-62.

151. HISTORY OF CZARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits, first semester. Mr. Borsody. 1962-63.

152. HISTORY OF SOVIET RUSSIA. The crisis of Czarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits, second semester. Mr. Borsody. 1962-63.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits, first semester. Mr. Andrews.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits, second semester. Mr. Andrews.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science, and the arts. Three credits, first semester. Mr. Andrews. 1961-62.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865 giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits, second semester. Mr. Andrews. 1961-62.

202. JUNIOR TUTORIAL. Techniques of historical investigation and research. Background and preliminary training for the work of the senior tutorial. Two hours, second semester. History Faculty.

203-204. TUTORIAL. Two hours each semester. History Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

L A T I N

3, 4. INTERMEDIATE LATIN. Selections from Caesar, Cicero, Vergil stressing the historical development of Rome. Ovid: *The Ars Amatoria*. Also review of grammar and basic composition. Prerequisite: two or three units of secondary school Latin or equivalent. Three credits each semester. Miss Kuschmierz.

101, 102. ADVANCED LATIN. Vergil: *The Aeneid*; Apuleius: *Cupid and Psyche*. Influence and scope of epic literature; the cultural role of mythology. Prerequisite: Latin 3, 4 or exemption of language requirement in Latin. Three credits each semester. Miss Kuschmierz.

M A T H E M A T I C S

Students majoring in mathematics are expected to take a minimum of thirty hours in mathematics including Mathematics 5, 6, 10, 101, 102, 105, 106, 107, and the tutorial. Courses in related subject matter are recommended: e.g., logic, the natural sciences, and the social sciences. Any student intending to pursue graduate study should acquire a reading knowledge of German, French, or Russian.

5. NUMBERS, FUNCTIONS, AND GRAPHS. History and development of the real and complex number systems. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions. Coordinate geometry and graphs. Introduction to probability. Applications to the natural and social sciences. Prerequisite: At least two years of college preparatory mathematics. Three credits, either semester. Mr. Beck. (Placement test required.)

6. ANALYTIC GEOMETRY AND CALCULUS I. Coordinate systems. Vectors. Algebraic equations. Derivatives of scalar- and vector-valued functions. Algebraic and trigonometric functions. Applications. Prerequisite: Mathematics 5, or satisfactory score on Mathematics 5 placement test. Three credits, second semester. Mr. Beck.

10. **ELEMENTARY STATISTICS.** Statistical measures and distributions. Enumeration of alternatives. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics. Three credits, first semester. Mr. Beck.

101. **ANALYTIC GEOMETRY AND CALCULUS II.** The definite integral. Calculus of logarithmic and exponential functions. Techniques of integration. Applications. Elementary differential equations. Prerequisite: Mathematics 6. Three credits, first semester. Mr. Beck.

102. **ANALYTIC GEOMETRY AND CALCULUS III.** Calculus of functions of more than one independent variable. Analytic geometry of several dimensions. Multiple integrals. Introduction to vector analysis. Infinite series. Applications. Prerequisite: Mathematics 101. Three credits, second semester. Mr. Beck.

105. **INTRODUCTION TO MODERN ALGEBRA.** Algebraic systems. Selections from the theory of numbers and the theory of equations. Matrices and determinants. Prerequisite: Mathematics 6. Three credits, first semester. Mr. Beck. 1962-63.

106. **HISTORY AND PHILOSOPHY OF MATHEMATICS.** Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101. Three credits, second semester. Mr. Beck. 1962-63.

107. **ADVANCED GEOMETRY.** Geometric systems. Projective geometry. Synthetic and analytic methods. Non-Euclidean geometries. Prerequisite: Mathematics 102. Three credits, first semester. Mr. Beck. 1961-62.

141, 142. **INDEPENDENT STUDIES.** For the exceptional student who has suitable preparation an opportunity to study the subject matter of a course not regularly included in the schedule of courses. Weekly conferences with the instructor. Prerequisite: Mathematics 102 and the permission of the department. Three credits each semester. Mr. Beck.

203-204. **TUTORIAL.** Three credits each semester.

MODERN LANGUAGES

Requirements for a Major. Students majoring in the department of modern languages are expected to take a minimum of thirty hours in one foreign language, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103, 104 are required of all majors; 101, 102 is a prerequisite to all advanced courses in literature.

The College Language Requirement. (See page 14.) The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the four following conditions:

1. Four years of the same foreign language in secondary school
2. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college
3. Two years of the same foreign language in college
4. A score on the foreign language exemption examination equivalent to the national norm for two years of college study.

The Language Laboratory. A language laboratory equipped with phonographs, Magneticon recording units, and other materials is at the disposal of all students who wish to improve pronunciation and ability to converse in foreign languages. Laboratory work will be required of majors and those who are deficient in good pronunciation and is recommended for all students.

FRENCH

1-2. **BEGINNING FRENCH.** The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. McLaren.

3, 4. **INTERMEDIATE FRENCH.** Readings in aspects of French civilization and representative literary texts. Review of grammar. Practice in spoken French. Prerequisite: two years of secondary French or French 1-2. Three credits each semester. Mr. Friedman.

101, 102. **SURVEY OF FRENCH LITERATURE.** An introduction to literature from the medieval epic to the present day. First semester: authors of the Middle Ages, Renaissance, and the Classical Period. Second semester: The Enlightenment, Romanticism and Realism through the

contemporary period. Lectures and *analyses de textes* supplemented by practice in oral and written French. Prerequisite: French 3, 4 or satisfactory score on French placement test. Three credits each semester. Mr. McLaren.

103, 104. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Prerequisite: exemption of language requirement in French and permission of the department. Two credits each semester. First semester, Mr. McLaren. Second semester, Mr. Friedman.

105. PHONETICS. An advanced course including intensive laboratory work. Training in perception of sound for exactness and effectiveness in oral French. Prerequisite: fulfillment of language requirement in French and permission of the department. Three credits, first semester. Mr. Friedman.

107, 108. LITERATURE OF THE SEVENTEENTH CENTURY. The Golden Age. Literary trends in French classicism. First semester: Descartes, Pascal, Corneille. Second semester: Racine, Moliere, and prose writers. Prerequisite: French 101, 102. Three credits each semester. Mr. Friedman. 1962-63.

109, 110. LITERATURE OF THE EIGHTEENTH CENTURY. The Age of Enlightenment. The growth of modern thought and criticism. First semester: Montesquieu, Diderot, Voltaire. Second semester: Rousseau, the novel, the theatre. Prerequisite: French 101, 102. Three credits each semester. Mr. Friedman. 1961-62.

112. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, Naturalism and Symbolism in poetry, drama and the novel. Hugo, Balzac, Baudelaire, Flaubert, Rimbaud. Prerequisite: French 101, 102. Three credits, second semester. Mr. McLaren. 1961-62.

115, 116. LITERATURE OF THE TWENTIETH CENTURY. Contemporary literature, with emphasis on the drama, from the *Theatre Libre* through the myth writers and existentialism. First semester: main trends in the theatre to 1930; the poetry of Claudel and Valery; the prose techniques of Proust and Gide. Second semester: the theatre from Giradoux to Sartre; the surrealist poets; the prose techniques of Montherlant, Malraux, and Camus. Prerequisite: French 101, 102. Three credits each semester. Mr. McLaren. 1962-63.

141, 142. INDEPENDENT STUDIES. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: French 101, 102 and permission of the department. Three credits each semester. French Faculty.

203-204. TUTORIAL. Three credits each semester. French Faculty.

GERMAN

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester. Miss Kuschmierz.

3, 4. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken German. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester. Miss Kuschmierz.

S4. SCIENTIFIC GERMAN. Reading of scientific texts and periodicals. Prerequisite: German 3. Three credits, second semester. Miss Kuschmierz.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Medieval period to the present. First semester: from the twelfth to the nineteenth century, with major emphasis on *Das Nibelungenlied*, the Court Epic, and the classical period. Second semester: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, and Naturalism. Lectures and discussion supplemented by practice in oral and written German. Prerequisite: German 3, 4 or satisfactory score on German placement test. Three credits each semester. Mr. Davis.

103. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation. Prerequisite: permission of the department. Three credits, first semester. Mr. Davis. 1961-62.

105, 106. THE CLASSICAL PERIOD OF GERMAN LITERATURE. An introduction to the historical and cultural background of the classical period and extensive reading in the literature of German classicism. First semester: reading of representative works of Lessing and

Schiller. Second semester: selected works of Goethe, with emphasis on *Faust*. Prerequisite: German 101, 102. Three credits each semester. Mr. Davis. 1962-63.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism and Naturalism. Prerequisite: German 101, 102. Three credits, second semester. Mr. Davis. 1961-62.

141, 142. INDEPENDENT STUDIES. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: German 101, 102 and permission of the department. Three credits each semester. German Faculty.

203-204. TUTORIAL. Three credits each semester. German Faculty.

RUSSIAN

1-2. BEGINNING RUSSIAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester. Mrs. Kelly.

3, 4. INTERMEDIATE RUSSIAN. Selected readings in classic and contemporary literature with emphasis on the conversational approach to the text. Grammar review, composition and intensive practice in idioms, vocabulary, and pronunciation. Three credits each semester. Mrs. Kelly.

SPANISH

1-2. BEGINNING SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. Harter.

3, 4. INTERMEDIATE SPANISH. Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester. Mr. Harter.

101, 102. SURVEY OF SPANISH LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: Medieval, Renaissance, and Golden Age authors, with emphasis on the

latter. Second semester: Spanish literature since 1700 with emphasis on 19th and 20th century authors. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3, 4 or satisfactory score on Spanish placement test. Three credits each semester. Mrs. Redick.

103, 104. CONVERSATION AND COMPOSITION. An advanced course emphasizing: First semester, correct speech and pronunciation; second semester, free composition and translation from English texts. Prerequisite: satisfactory score on Spanish placement test and permission of department. Two credits each semester. Mrs. Redick, 1961-62.

109, 110. THE LITERATURE OF SPANISH AMERICA. A study of the literature of the Spanish American countries with main emphasis on: First semester, the Modernista movement; and Second semester, the Contemporary Spanish American Novel. Prerequisite: Spanish 101, 102. Three credits each semester. 1962-63.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis on: First semester, the theatre of Lope de Vega and Calderon de la Barca and their schools; and Second semester, on Cervantes' *Don Quijote*. Prerequisite: Spanish 101, 102. Three credits each semester. 1962-63.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism and Naturalism in poetry, drama and the novel. Duque de Rivas, Larra, Espronceda, Zorilla, and Galdos. Prerequisite: Spanish 101, 102. Three credits, first semester. Mr. Harter. 1961-62.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, Garcia Lorca, A. Machado, J. R. Jimenez, and the principal post-war authors. Prerequisite: Spanish 101, 102. Three credits, second semester. Mr. Harter. 1961-62.

141, 142. INDEPENDENT STUDIES. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: Spanish 101, 102 and permission of the department. Three credits each semester. Spanish Faculty.

203-204. TUTORIAL. Three credits each semester. Spanish Faculty.

MUSIC

A music major must take forty credits in the department of music: twenty-four hours in materials and history of music, and ten hours in applied music. Courses 1-2, 101-102, 111-112, and 121-122 are required of all majors, in sequence, plus the tutorial.

Applied music carries two credits for each hour lesson per week and one credit for each half-hour lesson per week.

All students will receive two of the ten credits in applied music through performance, either in departmental recital or public performance. These performances are scheduled by the department and are rated as one half credit per performance.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the Sophomore year.

Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student.

Applied music fees are listed on page 103.

MUSIC AND EDUCATION

Participation in a program combining the areas of music and education must be planned with the chairmen of each of these departments.

MATERIALS OF MUSIC

1-2. **ELEMENTARY HARMONY.** A study of scales, intervals, elementary triadic structures in progression and phrase organization correlated with the development of aural and keyboard skill and orientation to various levels of musical expression. Three credits each semester. Mr. Wichmann.

101-102. **ADVANCED HARMONY.** Extended harmonic structures, modulation, and chromatic alteration correlated with harmonic analysis, dictation and keyboard skill. Three credits each semester. Mr. Taylor.

111-112. COUNTERPOINT. Two and three-part melodic technique, chorale ornamentation, canon, invention and elements of the fugue. Three credits each semester. First semester, Mr. Wichmann; second semester, Mr. Taylor.

HISTORY AND LITERATURE OF MUSIC

3. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque Period. Three credits, first semester. Mr. Wichmann. 1962-63.

4. SYMPHONIC LITERATURE OF THE NINETEENTH CENTURY. A presentation of important works of the nineteenth century illustrating the development of orchestral color and other resources with emphasis on the expanded orchestral imagination of the later composers. Three credits, second semester. Mr. Wichmann. 1962-63.

103. THE GOLDEN AGE OF CHORAL POLYPHONY. The choral tradition of the sixteenth century presented through the work of the Netherlands composers, Palestrina, the English and Italian madrigalists, and others. Three credits, first semester. Mr. Taylor. 1961-62.

104. CONTEMPORARY EUROPEAN MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century through the work of such composers as Stravinsky, Bartok, Milhaud, Schoenberg and those of the newer generation. Three credits, second semester. Mr. Wichmann. 1961-62.

113. OPERA FROM MONTEVERDE TO THE PRESENT. An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theatre in Europe and America. Three credits, first semester. Mr. Malfatti. 1961-62.

114. MUSIC IN THE AMERICAS. The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits, second semester. Mr. Wichmann. 1962-63.

117. THE VIENNESE PERIOD: HAYDN, MOZART, BEETHOVEN, SCHUBERT. A selection of provocative works by these composers encompassing the significant features of eighteenth and early

nineteenth century music. Three credits, first semester. Mr. Wichmann. 1962-63.

118. **THE SOLO SONG.** A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, the songs of Schubert, German Lied, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Three credits, second semester. Mr. Malfatti. 1961-62.

121-122. **HISTORY OF FORM.** The history of music through structural analysis of significant forms as well as the assimilation of historical fact. Elementary problems in musicological research. Three credits each semester. Mr. Taylor.

125, 126. **ADVANCED PROBLEMS IN MUSIC.** Special work in musical composition, historical research, or public performance to be scheduled in consultation with the department chairman. Three credits each semester. Music Faculty.

203-204. **TUTORIAL.** The tutorial establishes one of the following categories of study as the area of concentration for each individual major in music after completion of the course requirements:

APPLIED MUSIC: Public recital plus a written discussion of music related in some way to the music performed.

HISTORY OF MUSIC: Project in research.

MUSICAL COMPOSITION: Production of original compositions in varied media, sufficient in quality and length to be presented in public concert.

17, 18. **APPLIED MUSIC.** (Individual instruction)
PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles. Mr. Spinelli.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire and the practical aspects of service playing. Mr. Wichmann.

VOICE I, II, III, IV. The technique of singing, interpretation and a knowledge of representative song literature. Mr. Malfatti.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral and chamber music of all schools. Mr. Stolarevsky.

VIOLA I, II, III, IV. Fundamental principles of technique, style and interpretation. Mr. Stolarevsky.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with teachers of artistic and professional standing within the metropolitan area, primarily through the facilities of the Laboratory School of Music, as described below.

ENSEMBLE

All Ensemble courses are open to the general student body as well as to music majors.

5, 6. **CHORUS.** Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. $\frac{1}{2}$ credit each semester. Mr. Malfatti.

The following courses are available in association with the Laboratory School of Music, an affiliate of the Department of Music, serving all age groups within the city and surrounding areas. Participation in these courses must be affirmed immediately after the beginning of the school year.

7, 8. **STRING ENSEMBLE.** A study of the literature for string quartet, strings and piano, and strings and organ. $\frac{1}{2}$ credit each semester. Mr. Stolarevsky.

9, 10. **CHAMBER MUSIC.** A study of the literature for mixed chamber. Ensemble. $\frac{1}{2}$ credit each semester. Mr. Stolarevsky.

PHILOSOPHY AND RELIGION

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in Philosophy and Religion including Philosophy B151-152, Philosophy 101 and Philosophy 102, the tutorial and not less than three nor more than six hours of courses in Religion.

PHILOSOPHY

B151-152. KNOWLEDGE AND VALUES. See Basic Curriculum, page 44.

101. HISTORY OF PHILOSOPHY. Ancient and Medieval. A study of philosophical thought in the western world to 1600. Three credits, first semester. Miss Taylor. 1962-63.

102. HISTORY OF PHILOSOPHY. Modern. A study of philosophical thought in the western world since 1600. Three credits, second semester. Miss Taylor. 1962-63.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester. Mr. Hayes. 1962-63.

104. CONTEMPORARY ETHICAL THEORY. An examination of several different accounts of the nature and validity of ethical judgments. Theological, naturalistic, emotive, and analytical theories of ethics will be examined. Three credits, second semester. Mr. Arnett. 1962-63.

105. SOCIAL PHILOSOPHY. A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. Mr. Hayes. 1961-62.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits, first semester. Mr. Arnett. 1962-63.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as expressed in the writings of Emerson, Thoreau, Royce, Peirce, Dewey, and Santayana. Three credits, second semester. Mr. Arnett. 1961-62.

109. PHILOSOPHY OF ART. A study of some of the more influential writings on philosophical problems raised by the arts. A critical investigation of aesthetic experience, artistic and aesthetic values, and art criticism. Materials to be drawn from such writers as Tolstoy, Croce, Bergson, Dewey and others. Three credits, second semester. Miss Taylor. 1961-62.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits, first semester. Mr. Arnett. 1961-62.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester. Philosophy Faculty.

203-204. TUTORIAL. Three credits each semester. Philosophy Faculty.

RELIGION

1. OLD TESTAMENT. An introductory study of the Old Testament, examining the nature of the covenant faith in its historical continuity and its larger sociological and cultural setting. Three credits, first semester. Mr. Eutsler. 1962-63.

2. NEW TESTAMENT. A literary, historic, and religious study of the origins of Christianity as related in the basic documents. In addition to extensive reading in the gospels and epistles, the course will examine the life and teachings of Jesus and the interpretations of his person and work which appear in the primitive church. Three credits, second semester. Mr. Eutsler. 1962-63.

3. JUDAISM AND CHRISTIANITY IN AMERICA. A study of Judaism, Roman Catholicism, Protestantism, and the sects in their American setting, with special attention to the inter-relationships between religion and culture, church and society, theology and polity. Three credits, first semester. Mr. Eutsler. 1962-63.

4. WORLD RELIGIONS. An introductory study of the great living religions of the world, apart from Judaism and Christianity. Primitive religion, Hinduism, Buddhism, Confucianism, Taoism, and Islam will be examined in their historical, sociological, literary, and religious aspects. Three credits, second semester. Mr. Eutsler. 1961-62.

112. CHRISTIAN ETHICS. A study of some of the representative classical and contemporary formulations of the principles of Christian ethics, with special attention to contemporary ethical problems. Three credits, first semester. Mr. Eutsler. 1961-62.

113. **RELIGIOUS EXISTENTIALISM.** A critical examination of the thought of major religious existentialist thinkers as well as an examination of non-religious existentialists on religious thought. Prerequisite: Philosophy B151. Three credits, first semester. Mr. Eutsler. 1961-62.

141. **INDEPENDENT STUDIES.** A course in which a student may pursue an area of religious study which is of special concern to her, provided she has background in courses sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits, one semester, by arrangement. Mr. Eutsler.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to fulfill four semesters of work in physical education. One full credit must be taken in each of the following areas: team sports, individual and dual sports, aquatics, dance. If a student possesses a high degree of skill in any area, however, she may exempt that area and elect a course in another area in which she is less skilled.

Restricted physical education students are required to have a statement and medical record which must be submitted by the student's physician to the Chatham College Health Services no later than the first four weeks of the semester. The college physician makes the final decision concerning the student's physical ability or limitation. Activities for restricted students are planned with the approval of the College Health Services.

Each student enrolled in a sports or dance class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the bookstore. Swimming suits, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the college.

Specific course offerings for each area are as follows:

B1. INDIVIDUAL AND DUAL SPORTS. Each course is of seven and one-half weeks' duration and carries $\frac{1}{2}$ credit. Mrs. Blayden and Miss Ver Kruzen.

- 11—Archery
- 13—Badminton
- 15—Bowling
- 16—Fencing
- 18—Golf
- 20—Horseback Riding
- 22—Tennis

B2. TEAM SPORTS. Each course is of seven and one-half weeks' duration and carries $\frac{1}{2}$ credit. Mrs. Blayden and Miss Ver Kruzen.

- 31—Basketball
- 33—Hockey
- 35—Softball
- 37—Volleyball
- 39—Officiating

B3. DANCE. Each course is of one semester's duration and carries one credit. Mrs. Duggar.

- 41—Folk and Square Dance
- 44—Modern Dance (Beginning)
- 45—Modern Dance (Intermediate)
- 46—Modern Dance (Advanced)
- 47—Social Dance
- 49—Tap Dance

B4. AQUATICS. Each course is of one semester's duration and carries one credit. Mrs. Blayden.

- 51—Swimming (Beginning)
- 52—Swimming (Intermediate)
- 53—Swimming (Advanced)
- 54—Life Saving (Red Cross Senior)
- 55—Water Safety (Red Cross Instruction)

B63, 64. ADAPTED ACTIVITIES. This course is for physically restricted students unable to complete area requirements of B1, B2, B3, B4. Activities are adapted to individual needs, approved by the College Health Services, and include work in:

- Body mechanics
- Recreational games and activities
- Aquatics

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum except horseback riding.

The Recreation Association, of which every student is automatically a member, sponsors intercollegiate, inter-class, and inter-dormitory tournaments in all sports and aquatics.

PHYSICS

B1. PHYSICS. See Basic Curriculum, page 42.

2. PHYSICS. A study of the elementary theory and application of electricity, magnetism, and light. Three recitations and one two-hour laboratory period per week. Prerequisite: Physics B1. Four credits, second semester. Miss Trammell.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. B105) and the tutorial.

1. INTRODUCTION TO POLITICAL SCIENCE. This course considers the scope and methods of study in political science, the basic concepts used in the study of government and politics, and the basic institutions employed in the governing of men. For freshmen only. Three credits, second semester. Mr. Keefe. 1961-62.

103. AMERICAN GOVERNMENT. A study of American government—national, state, and local. Three credits, first semester. Mr. Ossman. 1961-62.

108. **STATE AND LOCAL GOVERNMENT.** An examination of the principal characteristics of American state and local government. Attention is given to the constitutional bases of state government, forms of city government, popular control and law making, executive and administrative problems, judicial and legal problems, intergovernmental relations, home rule for cities, problems of metropolitan areas and interstate relations. Three credits, second semester. Mr. Keefe. 1963-64.

110. **CONSTITUTIONAL LAW.** This course will analyze and examine the Constitution of the United States as it has been interpreted by the Supreme Court. Emphasis will be placed on the development of the Constitution in the areas of federalism; Presidential and Congressional powers; the tax, commerce and war powers; due process of law; civil rights and civil liberties and the protection of property. Three credits, second semester. Mr. Ossman. 1962-63.

111. **INTERNATIONAL RELATIONS.** The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Three credits, first semester. Mr. Chastain. 1961-62.

112. **UNITED STATES FOREIGN POLICY.** An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Three credits, second semester. Mr. Chastain. 1961-62.

113. **SOCIAL PHILOSOPHY.** (Identical with Philosophy 105) A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. Mr. Hayes. 1961-62.

115. **POLITICAL PARTIES.** A study of political parties and pressure groups—their organization, functions, and impact upon public policy formation. Consideration of the demands placed upon party institutions in a democratic society, the theory of responsible party government, and the issue of party reform. Special attention to empirical studies of political behavior. Field work in political campaigns. Three credits, first semester. Mr. Keefe. 1962-63.

116. **THE LEGISLATIVE PROCESS.** A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which shape legislative decisions. Three credits, second semester. Mr. Keefe. 1962-63.

118. **PUBLIC OPINION.** This course will seek an understanding of the nature and formation of public opinion, and of the way in which governments and pressure groups utilize the techniques of propaganda, through analysis of mass communication media, of the basic psychological factors which influence human behavior, and of the structure and operations of typical political, economic, and cultural organizations. Three credits, second semester. Mr. Ossman. 1963-64.

125. **COMPARATIVE GOVERNMENT.** A comparative analysis of the rise, organization, and functions of the governments of the principal countries of the world. Three credits, first semester. Mr. Ossman. 1962-63.

131. **POLITICAL SCIENCE SEMINAR.** This course centers on the study of selected problems in political behavior. Special attention to the current behavioral inquiries into the political process. Mr. Keefe. 1961-62; 1963-64.

141. **INDEPENDENT STUDIES.** An advanced course involving extensive reading, research papers, and regular meetings with the departmental staff. Three credits, second semester. 1961-62.

203-204. **TUTORIAL.** Three credits each semester. Political Science Faculty.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of thirty hours in the department, including Psychology 101, 102, 105 and 203-204.

101. **GENERAL PSYCHOLOGY.** A general introduction to the scientific study and understanding of the behavior of organisms. Three credits, second semester. Mr. Lackner.

102. **EXPERIMENTAL PSYCHOLOGY.** An introduction to research techniques and experimental design utilized in psychology. Experiments in the various areas of general psychology will be performed by the student. May be elected only with permission of the instructor. Prerequisite: Psychology 101. Three credits, second semester. Mr. Loiselle.

105. **ELEMENTARY STATISTICS.** Three credits, first semester. See mathematics 10. Mr. Beck.

106. **APPLIED PSYCHOLOGY.** A course showing the various applications of psychological knowledge to the fields of human endeavor. Prerequisite: Psychology 101 or consent of instructor. Three credits, first semester. Mr. Lackner. 1961-62.

107. **TESTS AND MEASUREMENTS.** A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Prerequisite: Psychology 105 or Mathematics 5. Three credits, first semester. Mr. Lackner.

108. **THEORETICAL PROBLEMS OF LEARNING.** A consideration of the basic learning process in terms of its major theoretical problems and experimental evidence. Both human and subhuman experimental work will be treated in the course. Prerequisite: Psychology 102. Three credits, second semester. Mr. Lackner. 1961-62.

111. **SOCIAL PSYCHOLOGY.** A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 101, or Sociology 103 or consent of instructor. Three credits, first semester. Mr. Mausner. 1961-62.

113. **METHODS OF PERSONALITY ANALYSIS.** An introduction to projective techniques and the interview. Prerequisite: Psychology 111. Three credits, second semester. Mr. Mausner. 1961-62.

120. **ABNORMAL PSYCHOLOGY.** A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Restricted to juniors and seniors. Prerequisite: Psychology 101 and permission of the instructor. Three credits, first semester. Mr. Lackner. 1961-62.

141, 142. **INDEPENDENT STUDIES.** Laboratory visits, independent readings and investigations of special interest to the student. Pre-

requisite: Psychology 113 and permission of the department. Three credits each semester. Mr. Mausner. 1961-62.

151. SYSTEMS OF PSYCHOLOGY. This seminar deals with the historical and contemporary trends in psychology. Prerequisite: Psychology 101 and 102. Three credits, first semester. 1962-63.

203-204. TUTORIAL. Three credits each semester. Psychology Faculty.

RUSSIAN

See Modern Language, page 65.

SPANISH

See Modern Language, page 65.

SOCIOLOGY

Students are expected to complete Modern Society before enrolling in Sociology 103, if possible. In addition to Modern Society, 24 hours of sociology are required for a major, including Sociology 103, 106, 113 or 114, 130 and the tutorial. Students are also required to take Statistics (Mathematics 10) preferably in their sophomore or junior year in order to handle statistical materials in their tutorials.

Majors are also requested to take Economics 103 and Political Science 103 or Psychology 101.

Sociology 103 is a prerequisite for all other courses in Sociology. Courses 103 and 106 are open to sophomores. Other courses are open only to juniors and seniors except by permission of the instructor.

103. ELEMENTS OF SOCIOLOGY. Social origins and development; basic characteristics of group life and social organization including the concepts of social structure; class, caste, race; community ecological aspects and institutions. Three credits, first semester. Miss Elliott.

105. **POPULATION PROBLEMS.** Demographic problems in the light of social mores and research; major topics include: growth and distribution, vital statistics, migrations and composition, unstable populations and danger zones, characteristics of population; quality, trends, and policies. Prerequisite: Sociology 103. Mr. Phelps.

106. **SOCIAL DISORGANIZATION.** An application of sociological principles to the problems of personal, family, community, and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism, and war. Field trips and special seminars in social problems selected for study. Three credits, second semester. Miss Elliott.

108. **URBAN COMMUNITY.** The characteristic patterning of the contemporary urban community through the world and especially in the U.S. An attempt to understand its present status and problems will be made through an analysis of causative factors of an ecological, cultural, economic, and political nature. An analysis of the units of community organization. Firsthand experience with aspects of urban society will be gained through field trips and through field research. Three credits, second semester. Mr. Henderson. 1961-62.

111. **THE FAMILY.** The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits, first semester. Miss Elliott. 1961-62.

113. **GENERAL ANTHROPOLOGY.** The physical development of the human species and the nature of present racial groupings. The cultural development of mankind from the Paleolithic period through the initial phases of the "urban revolution." An introduction to the terminology and concepts of cultural structure and process. Three credits, first semester. Mr. Adelman. 1961-62.

114. **GENERAL ANTHROPOLOGY.** A survey of recently or presently existent primitive cultures organized according to regions. Particular emphasis on the native cultures of Africa. Analysis of the major currents of thought and theory in contemporary Western anthropology. Mr. Adelman. Three credits, second semester. 1961-62.

115. **COLLECTIVE BEHAVIOR.** The study of group phenomena as evidenced in formal and nonformal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revivals, political movements, revolutions. Three credits, first semester. Miss Elliott. 1962-63.

118. **JUVENILE DELINQUENCY.** The nature and extent of juvenile delinquency. Changing legal definitions and modifications in social treatment. An examination of the large body of research data as to the background of delinquents and their subsequent adjustment. Clinical and institutional treatment and probation work. Preventive projects in delinquency. Field trips. Three credits, second semester. Miss Elliott. 1962-63.

119. **RACIAL AND ETHNIC GROUPS.** An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. This course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups, and their cultural impact on our national life. Three credits, first semester. 1962-63.

120. **CRIMINOLOGY.** The evolution of social and legal definitions of crime. Criminal statistics. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction, and treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Three credits, second semester. Miss Elliott. 1961-62.

130. **ADVANCED SOCIAL THEORY.** A historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors, but ordinarily this course should be taken in the senior year. Three credits, first semester. Mr. Phelps. 1961-62.

131-132. **SOCIOLOGY SEMINAR.** Three credits each semester. 1961-62.

203-204. **TUTORIAL.** Three credits each semester. Sociology Faculty.

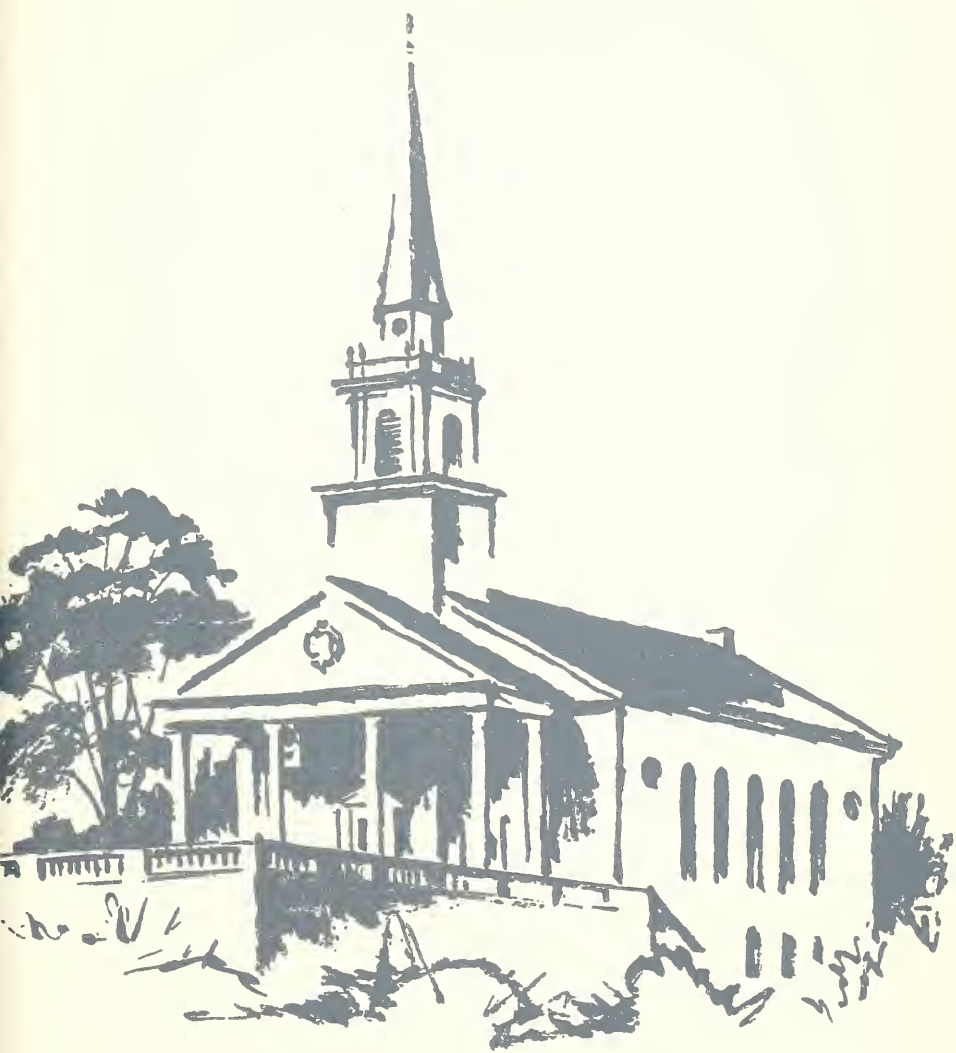
SERVICE UNIT

No Credit

SECRETARIAL STUDIES

1, 2. **TYPEWRITING.** Instruction given in the technique of operating the typewriter. This is designed for those desiring a working knowledge of typewriting for personal needs or for later professional purposes. Three hours each semester. No credit. Mrs. Weinberg.

3, 4. **SHORTHAND.** A study of the principles of shorthand, the development of a shorthand vocabulary, and with some dictation and transcription. Three hours each semester. No credit. Mrs. Weinberg.



COLLEGE PROCEDURES

Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among the candidates for admission those who can successfully carry college work and who are particularly fitted for the Chatham program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific, and artistic.

The factors taken into consideration in the admission of students are quality of preparation, amount of preparation, endorsement of the secondary school principal, enthusiasm for learning, and capacity for further development.

Students who wish to enter Chatham should, in general, take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics, and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is interested in science, she should take more than one unit of science in secondary school plus two or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as a modern language.

Ultimately the total fitness of the student for college work will determine the college selection. In order to help establish this fitness, *applicants are required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board.* It is preferred that all regular applicants take the Scholastic Aptitude Test and Achievement Tests in December or January. It is recommended but not

required that candidates for admission also submit the College Board Writing Sample in addition to the SAT and three Achievement Tests. Students may register for any of three dates—December 2, 1961, January 13, 1962, or March 3, 1962—on which the Writing Sample will be provided at College Board testing centers.

Candidates who have participated in Advanced Placement Program classes organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement tests of the College Board. Advanced placement is offered for satisfactory performance in these examinations. Credit is offered for superior performance.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Board and for having the results of these tests sent to Chatham. Candidates should address all inquiries concerning these tests and applications for taking the Scholastic Aptitude Test, Achievement Tests, and Writing Sample to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey.

A Bulletin of Information containing procedures for filing applications, payment of fees, lists of examination centers, sample questions and answers, etc. may be obtained without charge from the College Entrance Examination Board.

For the year 1961-62 the College Entrance Examination Board will hold examinations throughout the country on each of the following dates: December 2, 1961; January 13, 1962, March 3, 1962; and May 19, 1962. Applications and fees to take the tests should be sent to the College Entrance Examination Board four weeks in advance of the test date.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions, Chatham College, Pittsburgh 32, Pennsylvania, requesting an application blank.
2. Complete and return the application blank before March 1 with a recent photograph to the Admissions Office. A processing fee of twenty dollars (\$20.00), which is not refundable, must be enclosed. —
3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with the director of admissions or one of the admissions counselors, or with an alumnae representative.
4. Take the College Entrance Examination Board Test, the Scholastic Aptitude Test (preferably in December) and three Achievement Tests (preferably in January) and request the Board to report the results of these tests to the college.

Upon receipt of the application from the applicant, the college will send for the secondary school transcript and provide the applicant with recommendation forms to be completed and returned to the college by her counselor and two teachers best qualified to judge her academic ability. The applicant's credentials will be presented to the Admissions Committee for its decision in April.

Early application is advisable in order to assure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

An Early Decision Admission Plan designed to give assurance early in the senior year in high school to able students whose *single* college choice is Chatham is in effect at Chatham College. Well qualified applicants who apply before October 15 of the senior year in high school and whose credentials include high school records through the junior year, counselor's and teachers' recommendations, and results of the Scholastic Aptitude Test and three Achievement Tests taken either in the junior year or in August preceding the senior year, will be granted admission as early as December. It is anticipated that the majority of applicants will be considered by the Committee on Admissions at the regular spring meetings, at which time additional data consisting of the record for the first semester of the senior year and results of the College Board Scholastic Aptitude Test and three Achievement Tests taken in the senior year will be on file.

For detailed information concerning the Early Decision Admission Plan write to the Director of Admissions.

The Admissions office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday; on Saturday, from 9:00 a.m. to 12 noon. Prospective students and their families are cordially invited to visit the college. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with the Director of Admissions*. This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal arts courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form obtained from the Director of Admissions, Chatham College.
2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham College, and indicating the major subject.
3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.
5. At the close of the semester, just prior to entrance, have the college from which the student is transferring send:
 - (a) A final transcript of record.
 - (b) A statement of honorable dismissal.

POLICY CONCERNING NON-DEGREE STUDENTS

Mature applicants who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with the Executive Dean.

If such a student already holds a degree or has completed some college work, she must submit a transcript of her record

and fulfill college requirements. If she does not hold a degree she must fulfill the entrance requirements of regularly enrolled Chatham students.

Non-degree students may carry a maximum of nine (9) academic hours each semester. A non-degree student must achieve a minimum 2.00 average for the first semester in order to be eligible to continue for a second semester.

A non-degree student may petition the college to become a degree student. If she is accepted, regulations governing full-time students become effective, including a year's work of not less than twelve hours a semester on the senior level.

Academic Procedures

GRADES

The letters A,B,C,D,F, and E and I are used to designate the quality of performance. A indicates distinguished performance; B indicates superior work; C indicates generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance did not fulfill minimum requirements of the course.

The grade of E indicates that a re-examination is to be permitted. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. Neither of these two grades may be given without the approval of the Executive Dean. Failure to remove the grade of E or I by the end of the first six weeks of the following semester automatically results in failure in the course.

ACADEMIC CREDIT

Courses are valued $\frac{1}{2}$, 1, 2, 3, 4, or 5 hours of academic credit, as stated in the catalogue description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which include laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation, constitute an average academic load. Although the normal program is considered to be 17 credits, students with a B average, 3.00, in the preceding semester and a 2.5 cumulative average may carry 18.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four, B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of work completed. A student's cumulative average is obtained by dividing the sum of all quality points by the sum of all credits carried. The progress of each student is reviewed at semesters by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar reports grades and credit hours earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, at mid-semester of the first semester, a report is sent to each freshman; duplicates of these are sent to parents or guardians.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

FINAL EXAMINATIONS

Unexcused absence from an examination is counted as failure in the examination. Absence from an examination is excused only for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations. The fee for a late examination is five dollars (\$5.00) per course.

COURSE REGISTRATION

Election of courses for the following year is scheduled in late spring. Courses may be entered through the first two weeks of any semester on recommendation of the faculty advisor and the individual instructor concerned; no course may be entered after this time. Courses may be dropped through the first six weeks of each semester without incurring an academic penalty, with the exception of seven and one-half week physical education courses. These must be dropped by the end of the third week of classes. If a course is dropped after the time indicated above, unless the reason is approved by the Executive Dean, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the office of the Executive Dean. Requests for exception may be filed by the student with the Registrar.

SUMMER STUDY

A student wishing to receive credit for summer study must secure in advance of study the approval of the Committee on Academic Standing of both the course work undertaken and the institution where it will be taken. Application for approval should be filed with the Registrar preferably in early

May, not later than June 1. Six semester or nine quarter hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Sophomores may apply for admission to one of the various Junior Year Abroad programs or arrange independent work abroad. Application should be made by December 15. Applicants must have a superior academic record, give evidence of strong preparation in the language of the country concerned, and have the approval of the Executive Dean. Application blanks may be obtained from the Executive Dean.

SEMESTER IN WASHINGTON

Juniors with a strong background in political science, a superior academic record, and ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. The Washington program enables the student to meet the nation's political and governmental leaders, to see the scope of lawmaking operations, and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

TRANSCRIPTS

Graduates and students in good standing who withdraw before graduation are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Executive Dean when a student withdraws voluntarily from college. The official date of withdrawal is the date on which the authorization of withdrawal is received.

DISMISSALS

The college reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or whose continuance in college would be detrimental to her health or to the health of others or whose conduct is not satisfactory. Students of the latter group may be asked to withdraw even though no specific charge may be made against them. A social probationary period may sometimes be used when it is felt to be helpful to the total development and progress of the student.

ACADEMIC PROBATION

Probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The college believes that students on probation should realize that their level of achievement is inadequate or in danger of failing to meet college graduation requirements. With proper application of time, energy, and abilities, students may improve their academic status. The following stipulation, therefore, has been established to provide a framework within which more time and emphasis may be given to academic work: students may not take any major part in extracurricular activities during the period of probation. This includes major offices, play roles, or special activity projects of any kind, and participation in many time-consuming activities. The student is also advised to limit her own social activities.

The Committee on Academic Standing may place a student on academic probation at any time during the year. A student may be removed from probationary status at the discretion of the committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study is four years. All students must carry at least 12 credit hours each semester of the senior year: no allowance is made for work done *in absentia*.

Financial Procedures

CHARGES AND EXPENSES

Since the college catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The college, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1961-62. Each student actually pays only 55% of the cost of her Chatham education. Private gifts and income from endowment must, therefore, meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are invited to do so.

F E E S

Application for admission \$20.00
The application fee is not refundable (see page 91) and is not credited on any college bill.

RESIDENT STUDENTS

Charges for resident students for the year:
Comprehensive Tuition, Board and Room* \$2250.00
Student Activities Fee 40.00

\$2290.00

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music (see departmental fees, page 103) and such penalty charges as the \$5 late registration fee, special examination fees, and excess breakage in laboratory courses.

Payable:

Upon acceptance	\$ 100.00
On or before opening of college in September	1190.00
On or before January 15	1000.00
	<hr/>
	\$2290.00

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition	\$1200.00
(see footnote preceding page)	
Student Activities Fee	40.00
	<hr/>
	\$1240.00

Payable:

Upon acceptance	\$ 100.00
On or before opening of the college in September	615.00
On or before January 15	525.00
	<hr/>
	\$1240.00

Non-degree students will be charged at the rate of \$40.00 for each semester hour scheduled.

An advance payment of \$100.00 for all returning students must be paid by May 1. This payment is not ordinarily refundable except to students not eligible to return because of academic failure, but it is applied to the charges of the academic year. This advance payment is necessary to reserve a place for the student in the college. Unless the college has substantial evidence that a student is returning, it has an obligation to provide for qualified students who could take the place of those not returning.

The Student Activities fee has been established by the Student Government Association and entitles each stu-

dent to a copy of the yearbook and admittance to the Winter prom, the Junior prom, college plays and concerts. It covers the Student Government Association membership fee and that of the Chatham Recreation Association. It also includes the \$3.50 subscription fee for the student paper *The Arrow* and a subscription to the *Minor Bird*, the college literary magazine.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week\$90.00

One half-hour lesson per week\$45.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department. For students majoring in music, up to ten hours of instruction will be given at no extra cost. Over ten hours will be given at the above rates.

MEDICAL EXPENSES

The student must make her own arrangements for health and accident insurance. The college has planned for such a program with the Continental Casualty Company. The program is so comprehensive that it has the college's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent by the student.

Fees: \$20.00 for the academic year

\$26.70 for twelve months

Provision for seven days of infirmary care is included in the resident student's fees. For additional days in the infirmary, there is a charge of \$2.50 a day. A charge is made for medicine if a special prescription is required. The College Physician charges the student for his services and the college bills the student. See Health Services, page 140.

CARE OF PROPERTY

Damage to, or loss of, college property will be charged to the student who is responsible.

A student will be expected to maintain her room with a reasonable degree of respectability and cleanliness.

EXAMINATION FEES

A student who fails to take an examination at the regularly scheduled time, and this refers to any kind of examination that the college requires, must pay a late examination fee of \$5.00.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the college.

A student may not be graduated, receive honorable dismissal, grades, or a transcript of her college work until all accounts with the college have been settled.

Charges for students entering college the second semester will be one-half the stated rates for the college year.

In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

When textbooks and students' supplies are charged in the bookstore, payment is expected within thirty days.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This conveni-

ence is available through the Pittsburgh National Bank, Mellon National Bank and Trust Company, or the Insured Tuition Payment Plan.

Information concerning these programs is available upon request to the Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or other reason.

The date of withdrawal is the date on which the Executive Dean is informed of the fact, in writing, by the parent or guardian.

FINANCIAL AID

Financial aid is available to deserving students. The criteria used to determine eligibility for assistance are: (1) financial need, (2) academic average, (3) good work performance, and (4) contribution to the community. Financial aid awards range from \$100 to \$2250 per year.

Four kinds of financial aid are offered to students with need: academic scholarship; grant-in-aid; work scholarship; and-or loan. An academic scholarship or a grant-in-aid is awarded only in conjunction with a work scholarship. An academic scholarship is a college award available to students with high academic achievement. A grant-in-aid is available to students who lack the scholastic average necessary for an academic scholarship. It also is an award, although it differs from an academic scholarship in that the maximum amount awarded is less. A work scholarship entails work responsibili-

ties on campus and amounts to \$165 to \$750 per year. The amount of assigned work time varies from five to nine hours per week.

Loans are available from two funds: the National Defense Student Loan Fund and the Chatham College Loan Fund. In the National Defense program, repayment of the loan begins one year after the borrower ceases to be a full-time student and must be completed within ten years thereafter. Interest accrues at the rate of three per cent per year, effective one year after the borrower ceases to be a full-time student. In the event the borrower becomes a full-time teacher in a public elementary or secondary school, her loan plus interest is canceled at the rate of 10% a year up to five years. The Chatham loan program subscribes to the same criteria with the exception that repayment and interest begin when the borrower ceases to be a full-time student at Chatham, repayment must be completed within three years, and there is no cancellation for teachers. Regular payments are made to the college Bursar. A schedule of payments should be arranged with the college Bursar before the borrower terminates her attendance at Chatham College.

Qualified freshmen may borrow up to \$300; sophomores, up to \$400; juniors and seniors, up to \$1000.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, the results of the College Entrance Examination Board tests, secondary school record, and personal qualifications. Freshman applicants for financial aid should complete admission and scholarship forms and return them with a \$20 application and photograph to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for

financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply each year for all financial aid. All financial aid awards are reviewed each year upon re-application by the student and are renewed if her financial need is the same, if she maintains the required academic average, and if she has fulfilled her service scholarship responsibilities. Applications for sophomores, juniors, and seniors are obtained from the secretary of the Financial Aid Committee in January of each year.

A number of endowed scholarships and scholarships contributed by individuals and groups (see name scholarships) are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

SCHOLARSHIPS

The following scholarships are awarded to upperclassmen subject to the approval of the Committee on Financial Aid.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, president of the college from 1878 to 1894.

THE MARY HAWES NEVIN SCHOLARSHIP fulfills a wish expressed by the late Mary Hawes Nevin, an alumna of the class of 1896, for a yearly scholarship bearing her name.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the college from 1887 to 1906.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the college from 1901 to 1921.

THE JANET L. BROWNEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownee, principal of Dilworth Hall from 1887 to 1917.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of Chatham College in the class of 1913.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for a scholarship each year.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE MITCHELL SCHOLARSHIP was established in 1948 and maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is to be used for a scholarship in music.

THE MARY ACHESON SPENCER SCHOLARSHIP was established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by the Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

ALUMNAE SCHOLARSHIPS are awarded yearly. They are based upon scholarly potential and need. They are made possible by a \$100,000 endowment fund contributed by alumnae and established in 1958. From time to time additional funds for Alumnae Scholarships are made available by the Association or by one or another of the Alumnae Clubs.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

THE DOROTHY B. NEWELL SCHOLARSHIP, established in 1958, provides a total of \$1000 each year for one or more deserving students, preference to be given to students from Warren, Pennsylvania.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by the Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. Preference is given to students from West Virginia.

THE HERBERT LINCOLN SPENCER ALUMNAE SCHOLARSHIP is awarded in memory of Dr. Spencer, President of Chatham College from 1935 to 1945.

THE HARRIET DUFF PHILLIPS ALUMNAE SCHOLARSHIP is given in memory of Mrs. John M. Phillips, former alumnae representative on the Chatham Board of Trustees, and noted for her work in both college and civic activities.

THE LUELLA P. MELOY ALUMNAE SCHOLARSHIP is presented in memory of Miss Meloy, graduate of Chatham College in 1884, and member of the faculty for many years. Miss Meloy pioneered in the teaching of social service.

THE SHALOM AWARD, established in 1960, is given annually to an outstanding student of the college who is in need of financial assistance.

THE WASHINGTON, D.C., ALUMNAE CITY SCHOLARSHIP, established in 1961, provides funds for scholarship aid, preferably for a student from the club area.

SPECIAL CRITERIA SCHOLARSHIPS

The following scholarships are awarded and available to qualified students in all or designated classes.

THE STUDENT GOVERNMENT ASSOCIATION SERVICE SCHOLARSHIP is awarded each year by the S. G. A. to the student who has maintained a high scholastic rank and who has made a contri-

bution of worth to college life. This scholarship was established as a memorial to the late Cora Helen Coolidge, president of the college from 1906 to 1917.

THE BUREAU OF REHABILITATION OF THE COMMON-WEALTH OF PENNSYLVANIA awards aid to disabled students. The extent of the assistance is dependent upon the severity of physical disability, financial need and academic standing. The college recommends candidates to the Counselor of the Bureau.

THE WOODS HOLE MARINE BIOLOGICAL LABORATORY SCHOLARSHIP is awarded to a biology major who has done outstanding work. The scholarship covers the annual summer tuition to the Marine Biological Laboratory at Woods Hole, Massachusetts.

BUHL FOUNDATION SCHOLARSHIPS are available to day students in Allegheny County. Candidates must have taken the tests given by the Exceptionally Able Youth Committee of the Civic Club and have placed in the award group.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshman applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the college and must enroll as a commuting student.

ANNUAL AWARDS

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925. The recipient is a member of the senior class noted for her outstanding contributions and unselfish devotion to the college and to college activities throughout her college course.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, '36, who died while a junior at Chatham College.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in Drama and Speech.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sarah Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE AIKEN ART AWARD is given each year for the most meritorious work in the student art exhibit.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is presented to a senior with high academic achievement who has shown outstanding interest in and service to the college and the community.

THE MINOR BIRD AWARDS are presented to the contributors of the best prose and the best poetry for the current edition of the Chatham College literary magazine, *The Minor Bird*.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made each year to a member of the junior class of outstanding rank who has made a significant contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music. The recipient is chosen by the Chatham Music Department.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, '55, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

THE HEINZ SUMMER STUDY ABROAD AWARD was established in 1961. It is given to an outstanding upperclassman (seniors not eligible) needing financial assistance for productive foreign study and travel.

SPECIAL FUNDS

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis of the Class of 1875. The income from this fund is used for the purchase of books in the library.

THE CORA HELEN COOLIDGE FUND was left to the college in 1932 through the will of the late Cora Helen Coolidge, former president of the college. The income from this fund is to supply books for the Library.

THE HELEN IRWIN AND JAMES E. MACCLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey of the Class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, an alumna of the Class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948. The income of the fund is to be used to enhance the educational and spiritual life of the college. It may bring visiting lecturers to the campus, facilitate faculty leaves, support new developments in personnel practices or provide for other needs to increase the effectiveness of the college's program.

THE CLASS OF 1956 FUND was established in June, 1956 to provide income for additional books in the Library.

THE CLASS OF 1957 FUND was established in June, 1957 to provide income for additional books in the Library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks, who served as dean from 1922 to 1952 and as acting president from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the college to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the college through the effective use of outstanding people with varied backgrounds and interests.

THE MARY E. RIECK FUND, established in 1957, is for the purpose of increasing the library collection.

THE HELEN B. RAUH FUND, established in 1957, provides funds yearly for library acquisitions.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the trustees of the Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

THE WHERRETT ENDOWMENT FUND was established by the Pittsburgh Foundation in 1957 for the furtherance of artistic appreciation at Chatham College and in Pittsburgh. As long as is feasible the income shall go for an exhibit program open to the public.

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of the Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE MR. AND MRS. WILLIAM G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is for the purpose of providing scholarship aid for deserving students.

THE ETHEL W. KEISTER MUSIC FUND, established in 1957, is for the support of worthy projects in the field of music.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE IRENE HEINZ GIVEN PROFESSORSHIP, established in 1958 with funds provided by the Irene Heinz Given and John La Porte Given Foundation, Inc., is a professorship awarded to a superior person in a major field of study. It may be used in any field for one or more years, the purposes being to strengthen the educational program of the college and to attract eminent teachers.

THE HEINZ ENDOWMENT FUND, established in 1957 by the Howard Heinz Endowment, is for the purpose of bringing to the campus distinguished persons in the Arts and Sciences.



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CORDELIA SURAN, A.B. *Admissions Counselor*
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JOAN BECKER, A.B., M.L.S. *Assistant Librarian in Charge*
of Technical Service
DONNA E. FENNER, A.B., B.S. in L.S. . . *Assistant Librarian in Charge*
of Circulation and Reference

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Florence E. Bayer, Bookkeeper
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Anthony Bleichner, Film Inspector

Faculty

- EDWARD D. EDDY JR. *President*
A.B., Cornell University; B.D., Yale University; Ph.D., Cornell University.
- DAVID HENDERSON *Executive Dean*
A.B., Westminster College; A.M., Ph. D., University of Pittsburgh.
- BARBARA J. LEWIS *Dean of Students*
B.S., Wheaton College; A.M., Northwestern University.
- REINALD McCRUM *Secretary of the College*
B.S., Springfield College; M.P.H., University of North Carolina.

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- MARY HELEN MARKS, A.B., A.M., L.H.D. *Dean Emeritus*
CARLL W. DOXSEE, A.B., A.M., Ph.D. *Professor of English*
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LABERTA DYSART, A.B., A.M. *Professor of History*
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PROFESSORS

- J. CUTLER ANDREWS (1947) *History*
A.B., Ohio Wesleyan University; A.M., Ph.D., Harvard University.
- *STEPHEN BORSODY (1948) *History*
Doctor of Judicial and Political Science, Charles University, Prague.
- ARTHUR L. DAVIS (1947) *German*
A.B., Ohio Wesleyan University; A.M., Ph.D., University of Wisconsin.

*On leave 1961-62

Date in parenthesis indicates date of appointment

- FRANCES ELDREDGE (1953) *Buhl Professor of English*
A.B., Wellesley College; A.M., Tufts College; Ph.D., University
of Chicago.
- MABEL A. ELLIOTT (1947) *Sociology*
A.B., A.M., Ph.D., Northwestern University.
- PHYLLIS MARSCHALL FERGUSON (1943) *Drama*
A.B., Emerson College; A.M., Ph.D. University of Pittsburgh.
- *EDGAR M. FOLTIN (1949) *Psychology*
J.U. Dr., Dr. habil., University of Innsbruck.
- WILLIAM J. KEEFE (1952) *Political Science*
B.S., Illinois State Normal University; A.M., Wayne State
University; Ph.D., Northwestern University.
- PHYLLIS COOK MARTIN (1935) *Biology*
B.S., M.S., University of Pittsburgh; Ph.D., University of
Illinois.
- EARL K. WALLACE (1925) *Given Professor of Chemistry*
B.S., The Pennsylvania State University; A.M., Ph.D., Colum-
bia University.
- RUSSELL G. WICHMANN (1946) *Music*
Mus. B., Lawrence College; M.S.M., Union Theological Sem-
inary School of Sacred Music. Student of LaVahn Maesch,
Clarence Dickinson, Marcel Dupré

ASSOCIATE PROFESSORS

- FREDERIC D. ALDRICH (1957) *Education*
A.B., Willamette University; A.M., Ed.D., Western Reserve
University.
- WILLARD E. ARNETT (1957) *Philosophy*
A.B., Berea College; A.M., Ph.D., Columbia University.
- LILY DETCHEN (1948) *Director of Evaluation Services*
A.B., A.M., University of Louisville; Ph.D., University of Chicago.

*On leave 1961-62

Chatham College

- FREDERICK B. EUTSLER (1960) *Religion*
A.B., Berea College; B.D., Union Theological Seminary; S.T.M.,
Ph.D., Yale University.
- MILDRED THRONE EVANSON (1945) *Drama*
A.B., A.M., University of Wisconsin.
- MARGARET K. HILL (1955) *Education*
B.S., Concord College; M.Ed., Ph.D., Columbia University.
- JAMES C. McLAREN (1956) *French*
A.B., A.M., Dalhousie University; Ph.D., Columbia University.
- CLIFFORD O. TAYLOR, JR. (1951) *Music*
B.F.A., Carnegie Institute of Technology; A.M., Harvard University.

ASSISTANT PROFESSORS

- NATALIE BARISH (1954) *Biology*
A.B., Goucher College; A.M., Indiana University; Ph.D., Ohio
State University.
- WILLIAM A. BECK (1958) *Mathematics*
B.S., Case Institute of Technology; M.S., Ph.D., Purdue University.
- PATIENCE T. BLAYDEN (1953) *Physical Education*
B.S., Boston University; M.Ed., University of Pittsburgh.
- *JOHN W. CUMMINS (1954) *English*
A.B., A.M., Ohio Wesleyan University.
- J. DALE CHASTAIN (1960) *Political Science*
A.B., College of Wooster; A.M., State University of Iowa.
- ANN FREEMAN (1958) *History*
A.B., Wellesley College; A.M., Ph.D., Radcliffe College.
- HUGH HARTER (1961) *Spanish*
A.B., Ohio State University; A.M., Mexico City College; Ph.D.,
Ohio State University.
- FRANK A. HAYES (1957) *Philosophy*
A.B., A.M., Stanford University; Ph.D., Indiana University.

*On leave first semester 1961-62

- ELEANOR KINACH (1961)*Chemistry*
A.B., Flora Stone Mather College; M.S., Ph.D., Western Reserve University.
- FRANK M. LACKNER (1959)*Psychology*
B.S., University of Pittsburgh; A.M., Ohio State University;
Ph.D., University of Pittsburgh.
- CALVIN W. LANE (1956)*English*
A.B., Amherst College; A.M., Ph.D., University of Michigan.
- ROBERT H. LOISELLE (1961)*Psychology*
A.B., University of Massachusetts; Ph.D., University of Rochester.
- MARY A. McGUIRE (1956)*English*
A.B., University of Maine; A.M., Columbia University.
- ALBERT J. OSSMAN, JR. (1957) ... *Economics and Political Science*
A.B., A.M., Syracuse University.
- PATRICIA C. REDICK (1960)*Spanish*
A.B., A.M., Ph.D., University of Pittsburgh.
- WILLIAM SAVAGE, JR. (1961)*History*
A.B., A.M., University of Oklahoma.
- DAVID L. SMITH (1955)*Art*
A.B., Bard College; A.M., Cranbrook Academy of Art; Student of Hans Hofman and Raphael Soyer.
- MARGARET R. TRAMMELL (1956)*Chemistry*
B.S., M.S., A.M., North Texas State College; M.S., Ph.D., Carnegie Institute of Technology.
- MARGUERITE VER KRUZEN (1956)*Physical Education*
A.B., Barnard College; M.S., Wellesley College.
- JEROME S. WENNEKER (1946)*Drama*
A.B., University of Missouri; M.F.A., D.F.A., Yale University.

INSTRUCTORS

- LENNART ANDERSON (1961)*Art*
B.F.A., Art Institute of Chicago; M.F.A., Cranbrook Academy;
Student of Edwin Dickinson.

Chatham College

- CAROL RUECKEL BROWN (1959) *English*
B.S., Marquette University; A.M., University of Chicago.
- JERRY L. CAPLAN (1959) *Art*
B.F.A., M.F.A., Carnegie Institute of Technology; Student of
Louis Bouche, Morris Kantor, John Corbino, Byron Browne,
John Hovannes.
- LEONARD M. FRIEDMAN (1961) *French*
A.B., New York University; Lic. és Let., University of Geneva,
Switzerland.
- BENJAMIN H. GRIFFITH (1957) *History*
A.B., Bethany College; A.M., University of Rochester.
- RUTH L. M. KUSCHMIERZ (1957) *English, German, and Latin*
A.B., A.M., University of Pittsburgh.
- LETITIA LANGORD (1960) *Biology*
A.B., Wilson College.
- LORENZO MALFATTI (1956) *Music*
Graduate Juilliard School of Music; Student of Mack Harrell,
Rachele Maragliano Mori, Virgilio Mortari.
- THELMA W. TAYLOR (1960) *Philosophy*
A.B., University of Arkansas; A.M., Columbia University.

LECTURERS

- FRED ADELMAN (1961) *Anthropology*
A.B., Yale University; A.M., Ph.D., University of Pennsylvania.
- MARGARET P. DUGGAR (1961) *Physical Education*
B.S., University of Wisconsin; A.M., Stanford University.
- KENNETH D. GIBSON (1961) *Economics*
B.S., Davis and Elkins College.
- TATIANA SOKOLOVA KELLY (1961) *Russian*
Certificate, Desiateletka, Tiflis, Russia.

- JOOST KIEWIET DE JONGE (1957)*Astronomy*
Ph.D., Harvard University.
- BERNARD MAUSNER (1961)*Psychology*
A.B., A.M., Ph.D., Columbia University.
- JAMES A. McCULLOCH (1961)*Greek*
A.B., Duquesne University; M. Litt., Ph.D., University of Pittsburgh.
- HAROLD A. PHELPS (1961)*Sociology*
A.B., Brown University; Ph.D., University of Minnesota.
- HENRY SPINELLI (1961)*Music*
A.B., Carnegie Institute of Technology; Student of Eunice Norton.
- MIHAIL STOLAREVSKY (1948)*Music*
B.S., Technical University, Coethen, Germany; A.M., Imperial Conservatory, Kiev, Russia; Student of Carl Flesch and Michael Press.
- HELEN S. WEINBERG (1958)*Secretarial Studies*
A.B., University of Pittsburgh.

DIVISIONAL CHAIRMEN 1961-62

Science	Mr. Wallace
Social Relationships	Mr. Keefe
Humanities	Mr. Arnett

DEPARTMENTAL CHAIRMEN 1961-62

Art	(acting) Mr. Smith
Biology	Mrs. Martin
Chemistry	Mr. Wallace
Drama	Mrs. Ferguson
Economics	Mr. Ossman
Education	Mr. Aldrich
English	Miss Eldredge
History	Mr. Andrews
Mathematics	Mr. Beck
Languages	Mr. McLaren
Music	Mr. Wichmann
Philosophy and Religion	Mr. Arnett
Physical Education	Mrs. Blayden
Political Science	Mr. Keefe
Psychology	(acting) Mr. Lackner
Sociology	Miss Elliott

COURSE CHAIRMEN 1961-62

The Arts	Miss Eldredge
English Composition	Mr. Lane (1st Semester)
.....	Mr. Cummins (2nd Semester)
History of Western Civilization	Mr. Andrews
Human Development and Behavior	Mrs. Martin
Modern Society	Mr. Keefe
History and Philosophy of Science	Miss Barish and Mr. Hayes
Knowledge and Values	Mr. Arnett
Effective Speech	Mrs. Ferguson
World Issues	Mr. Chastain

ALUMNAE ASSOCIATION

The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the college through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Executive Secretary, gathers and publishes information regarding graduates and former students of the college, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The Alumnae Association budget is underwritten by the college. All monies raised through the annual giving program are given to the college to provide scholarship aid for worthy students. Students receiving such aid are designated as Alumnae Scholars.

The official publication of the Alumnae Association is *The Alumnae Recorder*, a semi-annual magazine devoted to news of Chatham and its graduates. In addition, alumnae are kept aware of events at the college by news bulletins issued periodically by the Department of Public Relations.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually at the college in the spring. The purposes of the Council are to encourage loyal alumnae and to enlist their active interest in and support of their alma mater; to keep in close touch with

the administration of the college and communicate to the alumnae the progress and needs of the college; and to formulate policy as well as other recommendations to be presented at the Annual Alumnae Association meeting in June.

Two meetings of the entire Association are held each year, one in the fall and one in the spring. The Business Meeting and Class Reunions are on the Saturday preceding Commencement. The programs are educational and cultural, as well as social. The business sessions give members the opportunity actively to support the forwarding of plans and projects of the college. In communities where Chatham Alumnae Clubs are active, programs of educative and social interest are presented.

Alumnae representatives appointed by the college are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the college, to act as good-will emissaries, and to aid the college in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

OFFICERS

Jane Wood Ziercher	President
Mary Ellen Leigh McBride	First Vice-President
Marcia McDowell Bennett	Second Vice-President
Ruth A. Succop	Treasurer
Nancy Henderson O'Dell	Recording Secretary
Peggy Suppes Yingling	Corresponding Secretary
Nora Lewis Harlan	Alumnae Trustee
Carrie Lou Kinzer Trapp	Alumnae Trustee
M. Isabel Epley	Alumnae Trustee
Ruth Hunter Swisshelm	Executive Secretary

ALUMNAE CLUBS

SOUTHERN CALIFORNIA—Miss Marcella Murray ('30), 3671 Stewart Avenue, Los Angeles, California.

WASHINGTON, D.C.—Miss Coral Wigent ('60), 3306 P Street, N.W., Washington, D.C.

Mrs. Norman P. Reichley (Ruth Berkey '34), 5806 Little Falls Road, Arlington 7, Virginia

CHICAGO, ILLINOIS—Mrs. Edgar R. Hirsh (Eleanor Goldfarb '47), 927 Forestway Road, Glencoe, Illinois

BALTIMORE, MARYLAND—Miss Ann M. Morgan ('50), 7903 Ellenham Avenue, Towson 4, Maryland

BOSTON, MASSACHUSETTS—Mrs. Walter V. Weyhmann (Rose-Louise Fossee '56), 4 Emmonds Place, Cambridge 38, Massachusetts

DETROIT, MICHIGAN—Mrs. Thomas H. Claypoole (Patricia Miles '56), 6733 Mansfield Drive, Garden City, Michigan

NEW JERSEY—Mrs. Arthur L. Cone (Joan Nusbaum '49), 655 Prospect Avenue, Little Silver, New Jersey

BUFFALO, NEW YORK—Mrs. Marne A. Dubs (Carla Gregson x'45), 171 Doncaster Road, Kenmore 17, New York

MANHATTAN, NEW YORK—Mrs. George Lesko (Ruth Garland '56), 333 East 30th Street, New York 16, New York

WESTCHESTER COUNTY, NEW YORK—Mrs. Robert S. Weiner (Marjorie Elliott '46), 213 Schrade Road, Briarcliff Manor, New York

CLEVELAND, OHIO—Mrs. William S. McClenahan (Mary Louise Weber '39), 3685 Lytle Road, Cleveland 22, Ohio

COLUMBUS, OHIO—Mrs. Carl J. Agriesti (Jane Humphreys '44), 3194 El Paso Drive, Columbus, Ohio

GREENSBURG, PENNSYLVANIA—Mrs. Edward W. Jesse (Betty Knox '56), 70 Meadowbrook Avenue, Greensburg, Pennsylvania

LANCASTER, PENNSYLVANIA—Mrs. Howard B. Flyte, Jr. (Lois Young '51), 1182 Maple Avenue, Lancaster, Pennsylvania

PHILADELPHIA, PENNSYLVANIA—Mrs. Charles Schroth (Doris Rowand '46), 408 Palmers Lane, Wallingford, Pennsylvania

HOUSTON, TEXAS—Mrs. John Chiles (Marie Cohn '48), 756 Creekside Drive, Houston 24, Texas

PITTSBURGH REGIONAL GROUPS

DORMONT-MT. LEBANON—Mrs. Gilbert B. McMaster (Margaret McBride '37), 794 Chalmers Place, Pittsburgh 16, Pennsylvania

DOWNTOWN—Miss Helen Ryman ('24), 50 Academy Avenue, Pittsburgh 28, Pennsylvania

EAST BOROUGH—Mrs. John D. Spellacy (Gloria Molinatto '47), 823 Sweetleaf Road, Monroeville, Pennsylvania

NORTH SUBURBAN—Mrs. Robert L. Smith (Penny Myers '46), 8048 King Road, Pittsburgh 37, Pennsylvania

Mrs. Herbert C. Widdowson (Jane Norman x'32), 119 Delafield Road, Pittsburgh 15, Pennsylvania

PENN HILLS—Mrs. James J. Johnston, Jr. (Shirley Elliott '51), 813 Norvell Drive, Pittsburgh 35, Pennsylvania

SOUTH HILLS—Mrs. Robert E. Petsinger (Victoria Sneathen '54), 235 Hillock Lane, Pittsburgh 36, Pennsylvania

ALUMNAE REPRESENTATIVES FOR 1961-1962

CALIFORNIA—Mrs. Walter Ray McCann (Katherine D. James '31), 783 Garland Drive, Palo Alto, California

COLORADO—Mrs. Bradford Richardson (Anne Monroe Denigan '50), 4 Cimaron Drive, Littleton, Colorado

CONNECTICUT—Mrs. Louis Skidmore, Jr. (Margaret Cook '60), 196 Park Street, New Haven, Connecticut

Miss Patricia Alogna ('57), 741 Ridge Road, Wethersfield 9, Connecticut

DELAWARE—Mrs. William W. Hess (Florence V. Smith '39), 4601 Beechwood Road, Wilmington 3, Delaware

ILLINOIS—Mrs. Richard Waichler (Nancy E. Follett '55), 1020 Superior Street, Oak Park, Illinois

Mrs. John T. Mathison (Elaine Sauerwein '47), 115 Fifteenth Street, Wilmette, Illinois

INDIANA—Mrs. Glenn L. McCurdy (Helen Jane Taylor '43), Rural Route 7, Box 340, Boonville New Harmony Road, Evansville, Indiana

Mrs. John W. Klotz (Florence Succop '42), 8 Tyndale Place, Fort Wayne, Indiana

Mrs. Merritt Wilson, Jr. (Caroline Brady '32), 10000 Westfield Road, Indianapolis 80, Indiana

KENTUCKY—Mrs. John B. Uhl, Jr. (D. Jeanne DeHaven '44), 2911 Cambridge Road, Louisville 20, Kentucky

MARYLAND—Mrs. Edward Adelson (Ina Lois Potts '54), 7020 Richard Drive, Bethesda 14, Maryland

Mrs. W. O. MacArthur (Phyllis E. Lehw '33), 1602 Ruxton Court, Ruxton 4, Maryland

Miss Sarah J. Williams ('61), c/o St. Timothy's School, Stevenson, Maryland

MASSACHUSETTS—Mrs. D. J. Bailey (Margaret Matheny '42), 53 Kingswood Road, Auburndale 66, Massachusetts

Mrs. Ferdinand C. Arens, Jr. (Margaret Port '28), 14 Chatham Circle, Wellesley Hills 81, Massachusetts

Mrs. William Leety (Mary Alice Murray '36), 1060 Longmeadow St., Longmeadow, Massachusetts

MICHIGAN—Mrs. Robert F. Vanderslice, Jr. (Sally Newton '56), 1710 Graefield Road, Birmingham, Michigan

Mrs. Charles F. Trapp, Jr. (Carrie Kinzer '40), 1003 Bedford Road, Grosse Pointe 30, Michigan

MINNESOTA—Mrs. Benjamin R. Harriman (Mary-Stuart Clements '36), 528 Cretin Avenue, South; St. Paul 16, Minnesota

MISSOURI—Mrs. George F. Dubois (Katherine Dykema x'51), 418 Fieldcrest Drive, Webster Groves 19, Missouri

Chatham College

- NEW JERSEY—Mrs. Benjamin B. Stout (Phyllis Ingraham '45), 27 Fairview Avenue, East Brunswick, New Jersey
- NEW YORK—Mrs. Calvert D. Camlin (Jean S. Hill '41), 327 Westmoreland Road, Buffalo 26, New York
- Mrs. James A. Caddy (Cleo Bennett x'46), 84 Kilburn Road, Garden City, Long Island, New York
- Mrs. N. William Wagar II (Cynthia Fortanier '53), 546 Glen Street, Glens Falls, New York
- Mrs. Paul H. Bushnell (Martha McCurdy '28), 117 Columbia Avenue, Hamburg, New York
- Mrs. Cameron Brown (Katrina Utne '36), Spring Valley Road, Ossining, New York
- Miss Jane Sanford ('60), 381 Bonnie Brae Avenue, Rochester 18, New York
- Mrs. James G. Smith (Marie Smith '59), 129 South Collingwood Avenue, Syracuse 6, New York
- OHIO—Mrs. Robert R. Earley (Pat Kennedy '51), 7286 Georgetown Court, Cincinnati 24, Ohio
- Mrs. Ralph Goettler (Barbara Eckel '60), 2965 Brandon Road, Columbus 21, Ohio
- Mrs. Gaylord B. Barnes (Margaret Ann McKee '46), 1465 Arthur Avenue, Lakewood 7, Ohio
- Mrs. Robert N. Archer (Nancy Kellermeyer '56), 3941 Highland Avenue, Shadyside, Ohio
- Miss Betty Jane King ('53), 3546 Stoer Road, Shaker Heights 22, Ohio
- Mrs. Raymond D. Otto (Sheila Stevens '57), 2114 Shenandoah Road, Toledo 7, Ohio
- OREGON—Mrs. W. G. Rohlfs (Emelyn Taylor '27), 252 Berwick Road, Oswego, Oregon
- PENNSYLVANIA—Mrs. Charles C. Bradley (Patsy Speers '45), 1004 Wilde Avenue, Drexel Hill, Pennsylvania
- Mrs. Harry M. Stewart (Barbara Senior '54), 942 Pleasure Road, Lancaster, Pennsylvania
- Mrs. William S. Emley (Shirley Gordon '35), R. D. #3, West Maitland Lane, New Castle, Pennsylvania
- Mrs. Rowland K. Leonard (Mary Jane Kerr '39), 4 Wyomissing Hills Boulevard, Reading P.O., Pennsylvania

The Organization

Mrs. Frank C. Christ (Virginia Lilley '24), 320 Southcroft Road,
Springfield, Pennsylvania

Mrs. John H. Davidson (Estous Lee x'33), 409 East Chestnut
Street, Washington, Pennsylvania

TEXAS—Mrs. Roy W. Walters (Clara Ruth Gokey '17), 4730 Lemmon
Avenue, Apartment 59, Dallas 19, Texas

Mrs. Harold M. Layton, Jr. (Julie Welsh '53), 741 Camelot Lane,
Houston 24, Texas

VIRGINIA—Mrs. Norman P. Reichley (Ruth Berkey '34), 5806 Little
Falls Road, Arlington 7, Virginia

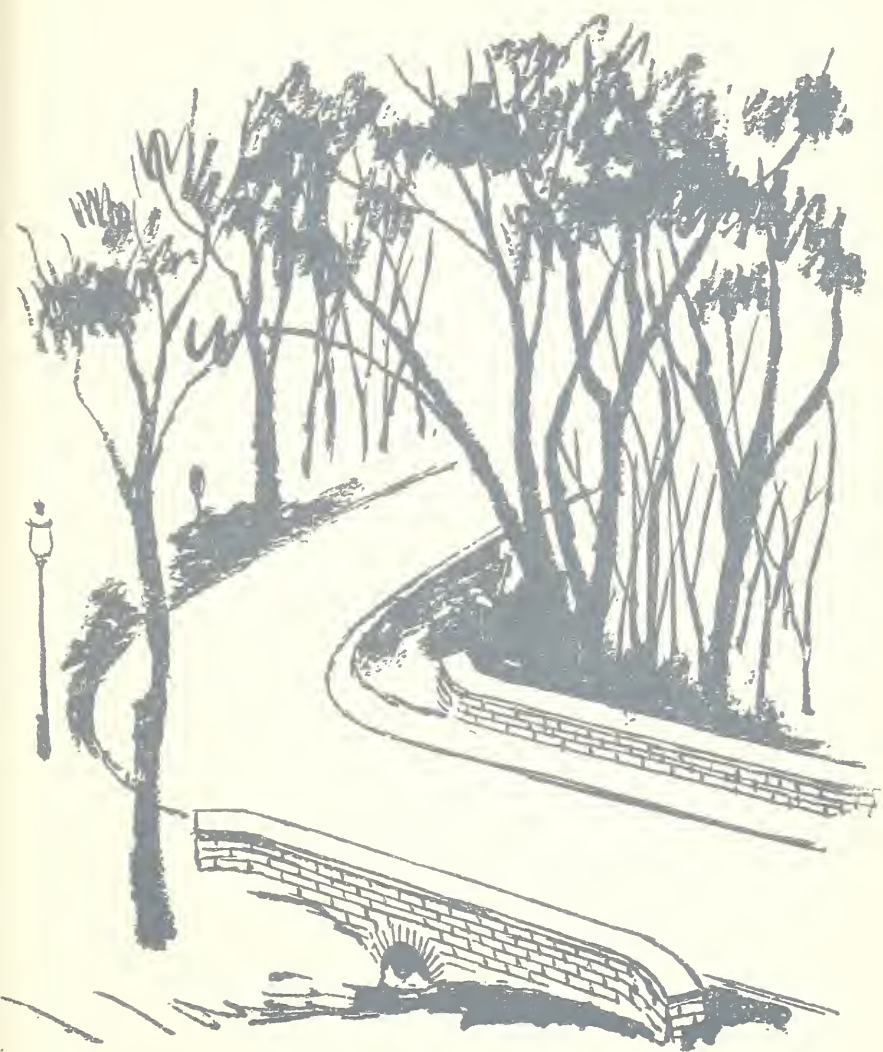
Mrs. Lester A. Wilson, Jr. (Lillian May McFetridge '39), 1915
Meadowbrook Road, Charlottesville, Virginia

WASHINGTON—Mrs. Harry Truman (Imogene Flanagan '30), 2607
Boyer Avenue, Seattle 2, Washington

WEST VIRGINIA—Mrs. George H. Schardt (Mollie Oehlschlager '52),
Route 1-27B, Country Club Drive, Clarksburg, West Virginia

Mrs. Robert B. Power (Joan Mering x'53), 915 Allynwood Circle,
Charleston 4, West Virginia

Mrs. Albert H. Wilson (Barbara Williams '54), 1437 Spring Valley
Drive, Huntington, West Virginia



GENERAL COLLEGE INFORMATION

Correspondence Directory

Correspondence regarding the general interests of the college should be addressed to the President of the College.

Inquiries regarding the academic work of students should be addressed to the Executive Dean of the College.

Correspondence relating to scholarships and loan funds should be sent to the Dean of Students.

Requests for catalogues, inquiries regarding admission to the college and the reservation of rooms in the residence halls should be addressed to the Director of Admissions.

Correspondence relating to business matters should be addressed to the Business Manager.

Payment of college fees should be sent to the Bursar. Checks should be made payable to Chatham College.

Correspondence relating to the publicity of the college should be addressed to the Director of Public Relations.

Requests for transcripts of records should be addressed to the Registrar.

Correspondence relating to the alumnae of the college should be addressed to the Secretary of the Alumnae Association.

Those wishing to get in touch with an Alumnae Representative living near their home should consult pages 130-133.

College Calendar

ACADEMIC CALENDAR FOR 1961-1962

Freshman Orientation	Sunday, September 10
Registration for Upperclassmen	Thursday, September 14
Registration for Freshmen	Friday, September 15
Opening of 91st Academic Year	8:30 a.m., Monday, September 18
Opening Convocation	Tuesday, September 19
Thanksgiving Holiday	2:20 p.m., Wednesday, November 22 to (November 23) 8:30 a.m., Monday, November 27
Christmas Vacation	2:20 p.m., Friday, December 15 to 8:30 a.m., Wednesday, January 3
Study Day	Friday, January 19
First Semester Examinations	Saturday, January 20 through Saturday, January 27
Second Semester	8:30 a.m., Wednesday, January 31
Spring Vacation	2:20 p.m., Wednesday, March 21 to (Easter—April 22) 8:30 a.m., Monday, April 2
Study Day	Friday, May 25
Second Semester Examinations	Saturday, May 26 through Saturday, June 2
Baccalaureate	Sunday, June 3
Commencement	Sunday, June 3

Services and Auxiliary Activities

EVALUATION SERVICES

The Office of Evaluation Services is of service in refining numerous aspects of the curriculum. It is important to state academic and general college objectives, but it is equally important to have the proper instruments by which to measure relative achievement of those objectives. Through the services of this office, the entire college program is studied.

Important in the Chatham program are Exemption Examinations through which the student may establish the right to move on to advanced courses, and in some instances to earn credit, and the General Examination which is designed to help the student integrate her college experience in the senior year.

The Office of Evaluation Services also gathers faculty and student opinion on critical issues, helps to assess qualifications for admissions and for scholarship aid, and diagnoses individual needs and aptitudes.

AUDIO-VISUAL CENTER

The Audio-Visual Center furnishes sound motion pictures to schools, colleges, and organizations throughout Pennsylvania and neighboring states. The Center has approximately 2,500 films, filmstrips, and slides which deal with biology, chemistry, English, geography, history, music, vocational guidance, and many other subjects. It also supplies recreational films for use in school assemblies, P.T.A.s and clubs.

Films are available for use in classrooms on the campus and many members of the faculty use them as a regular part of their class instruction.

HEALTH SERVICES

The health of students is a vital concern to the college. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the College Physician, at the beginning of the college year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the College Physician, the resident nurse has charge of all cases of illness in the college, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The College Physician calls at the college at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care in Pittsburgh is available. The college infirmary has modern equipment and provides for isolation. See Medical Expenses—page 103.

PLACEMENT SERVICES

The college maintains Placement Services which offer help both to students and to alumnae. The Director aids in placing students in part-time and summer employment.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced musical ability.

Training is based on simple laws of physiology and a scientific mental approach to give the student a clear picture

of the problems of performance and a growing confidence through his increased knowledge and ease of accomplishment.

The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent music educators under the direction of Mihail Stolarevsky.

A Summer Music Day Camp is conducted by the Laboratory School on the Chatham campus. Information concerning this training may be secured by writing to Mr. Mihail Stolarevsky at the college.

CHATHAM COLLEGE

LEGACIES

Former students and all friends of Chatham College who are interested in developing and encouraging an outstanding program of liberal arts are invited to consider the college in the disposition of their estates by will.

FORM OF GENERAL BEQUEST

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____

FORM OF BEQUEST FOR ADDITION TO ENDOWMENT

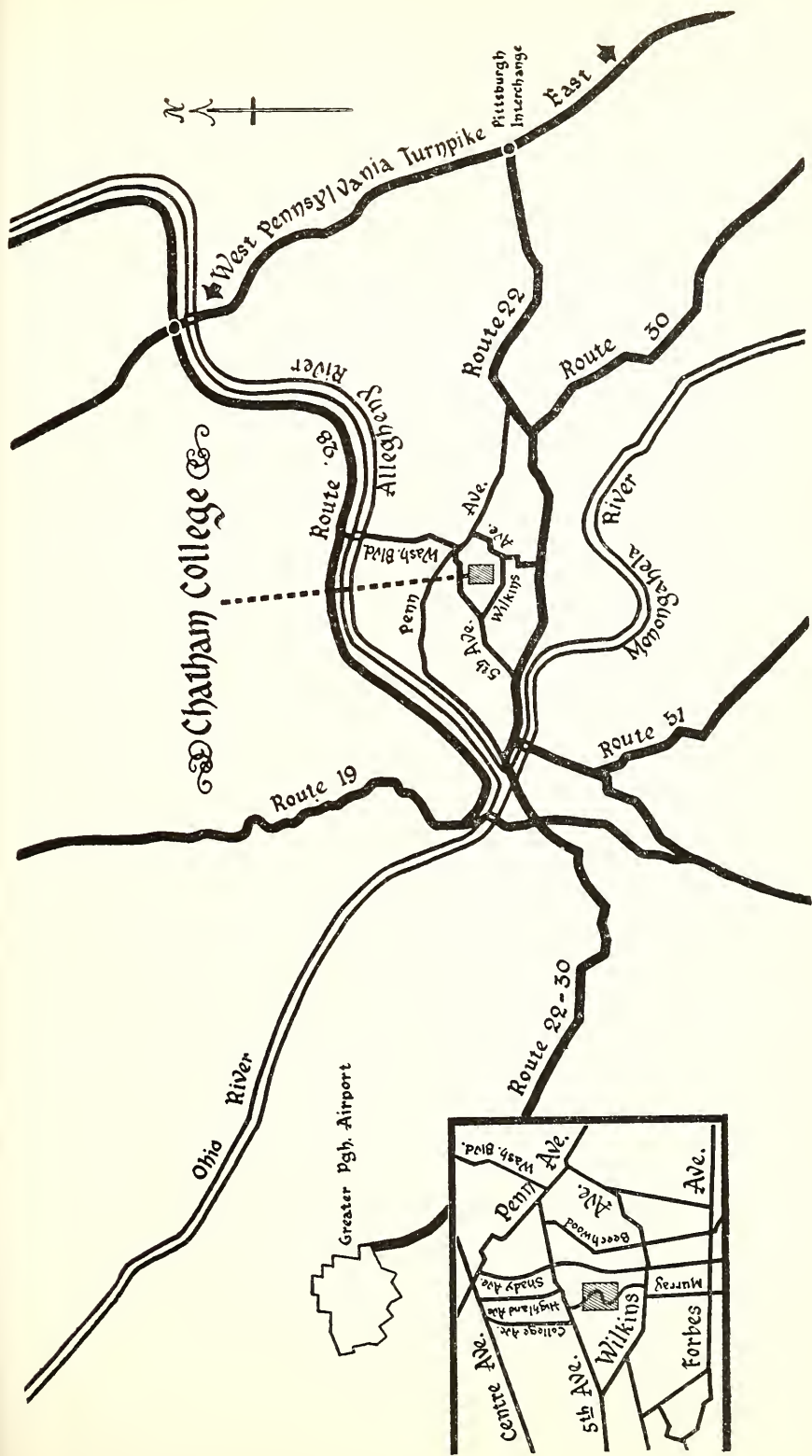
I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____ to be added to the General Endowment Funds of the college.

HOW TO GET TO CHATHAM COLLEGE

The college is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately forty minutes from the airport.

Driving to the college from the east and west, it is advisable to turn off the Pennsylvania Turnpike at the Pittsburgh interchange and follow Route 22 to the Penn-Lincoln Parkway. Continue on the Parkway to the Braddock Avenue interchange, then follow Braddock Avenue to Forbes Street. Turn left on Forbes Street, then turn right again off Forbes on to Shady Avenue. Continue to Wilkins Avenue, turn left, and the college entrance is approximately one hundred yards on the right.

When driving to the college from downtown Pittsburgh, the best route is out Bigelow Boulevard, down Baum Boulevard to Negley Avenue. Turn right on Negley and continue to Fifth Avenue. Turn left on Fifth and the college entrance is approximately three blocks on the right.



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